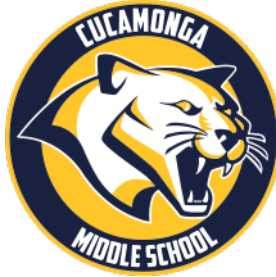


Central School District Cucamonga Middle School

Grades 6 through 8
Allan Morales, Principal
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2018-19 School Accountability Report Card

Published January 2020

Principal's Message

What a great privilege to welcome you to a new school year. Cucamonga Middle's mission is to prepare students for high school and beyond. We feature an educational experience that will challenge your student academically through a rigorous learning environment. We also help students grow personally through a focus on character development and by creating opportunities to grow through individual interests.

Students have the opportunity to be involved, grow and excel through the numerous programs we offer at CMS. We feature many classes at our award winning school that will help your student achieve and stand out such as Advanced Math classes, Math Olympiad, Math League teams, Engineering, Digital Video, Multi-media, Drama, AVID, Wind Ensemble, Orchestra, Renaissance, ASB and Sports Medicine all offered during the educational day. We also feature various clubs and programs outside the educational day. Cucamonga Middle School students compete in soccer, volleyball, basketball and track. They have the chance to participate in other things such as Musical theatre, Fit Club, Culinary Club, Reading Rocks, Battle of the Books, 3D Printing Club, Cougar Collaboration, Geo-Caching Club, Photography Club and Graphic Arts Club.

Students are able to participate in this wide variety of options because of the skill and passion of our educational staff. It takes more than passion and opportunities for enriching experiences for students to excel in school. Our counselors and support staff work with our educational staff collaboratively to support students when they might struggle in their daily activities. We hope you will partner with us as we help your student prepare for high school and beyond.

Here is to a great school year.

Go Cougars!

Mr. Morales
Principal

Mission Statement

In a safe, positive environment, all students will be challenged in the learning process by a staff that empowers independent thinkers and prepares them for high school and the global community.

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School Description

Cucamonga Middle School is located in the northwestern region of Rancho Cucamonga and serves students in grades six through eight following a traditional calendar. At the beginning of the 2018-19 school year, 812 students were enrolled, including 16.1% in special education, 9.5% qualifying for English Language Learner support, and 66.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	8.10%	Grade 6	256
Amer. Indian or Alaska Native	0.00%	Grade 7	270
Asian	3.00%	Grade 8	286
Filipino	1.50%	Ungraded	0
Hisp. or Latino	58.70%		
Native Hawaiian or Pacific Islander	0.50%		
White	25.40%		
Two or More Races	2.70%		
Students with Disabilities	16.10%		
Socioeconomically Disadvantaged	66.10%		
English Learners	9.50%		
Foster Youth	0.60%		
Homeless	4.70%		
Total Enrollment			812

Student Achievement

Physical Fitness

In the spring of each year, Cucamonga Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Seventh	26.8	19.2	35.1

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with

alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
	English-Language Arts/Literacy (grades 3-8 and 11)	55.0	53.0	55.0	56.0	50.0
Mathematics (grades 3-8 and 11)	38.0	37.0	43.0	43.0	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 Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	806	795	98.64	1.36	53.21
Male	417	411	98.56	1.44	45.99
Female	389	384	98.71	1.29	60.94
Black or African-Amer.	62	62	100.00	0.00	43.55
Amer. Indian or Alaska Native					
Asian	24	23	95.83	4.17	82.61
Filipino	11	11	100.00	0.00	90.91
Hisp. or Latino	484	477	98.55	1.45	48.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	198	195	98.48	1.52	62.05
Two or More Races	22	22	100.00	0.00	54.55
English Learners	134	130	97.01	2.99	35.38
Socioeconomically Disadvantaged	534	528	98.88	1.12	46.97
Students with Disabilities	131	128	97.71	2.29	20.31
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	47	45	95.74	4.26	55.56

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	805	798	99.13	0.87	37.47
Male	416	414	99.52	0.48	36.96
Female	389	384	98.71	1.29	38.02
Black or African-Amer.	62	62	100.00	0.00	33.87
Amer. Indian or Alaska Native					
Asian	24	24	100.00	0.00	75.00
Filipino	11	11	100.00	0.00	54.55
Hisp. or Latino	484	480	99.17	0.83	30.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	197	194	98.48	1.52	50.52
Two or More Races	22	22	100.00	0.00	31.82
English Learners	134	134	100.00	0.00	23.88
Socioeconomically Disadvantaged	533	529	99.25	0.75	32.70
Students with Disabilities	131	128	97.71	2.29	13.28
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	47	46	97.87	2.13	36.96

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

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

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

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
	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 including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are

teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, newsletters, the school marquee, the school website, and Blackboard Connect (automated telephone message delivery system). Contact the Parent Community Involvement Coordinator at (909) 981-1788 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone School Dances
Chaperone Study Trips
Clubs
Fundraising Activities
Library Helper

Office Helper
 Rewards/Recognitions
 Student Assemblies

Committees

District Advisory Council
 English Learner Advisory Council
 School Site Council

School Activities

Back to School Night
 Musical Theater Production
 Open House
 Parent Information Nights
 Renaissance Parent Night Rallies
 Student Performances (Band, Basketball, Soccer, Track & Volleyball)

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cucamonga Middle School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of new LED lighting throughout the campus
- Replacement of doors
- Installation of new carpeting
- Painting of the exterior
- Repairs to PE lockers
- Improvements to concrete areas
- Addition of the Lobbyguard security system for student safety

2019-20 Campus Improvements in Progress:

- Improvements to the plumbing, doors and flooring
- Trip hazard repairs
- Repairs to PE lockers

Every morning before school begins, the head custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Cucamonga Middle School. The day custodian is responsible for:

- Lunch area setup/cleanup
- Trash removal
- Opens the campus, facilities, and restrooms

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1961
Acreage	22.5
Square Footage	116944
Quantity	
Permanent Classrooms	44
Portable Classrooms	0
Restrooms (sets)	4
Teacher Work Room(s)	1
Library	1
Administration Building(s)	1
Computer Lab	1
Fitness Center(s)	1
Gymnasium(s)	1
Home Arts Room(s)	1
Multipurpose Room(s)	1
Music Building(s)	1
Outdoor Covered Lunch Shelter	1
Science Lab(s)	4
Serving Kitchen(s)	1
Teacher Lounge(s)	1
Track(s)	1

Facilities Inspection

The district's maintenance department inspects Cucamonga Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Cucamonga Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, October 05, 2019. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Saturday, October 05, 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, proctors, and teachers patrol the campus, entrance areas, and designated common areas. Administrators, proctors, and counselors monitor lunch time activity in the

cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Cucamonga Middle School is a closed campus. During school hours, all visitors must show their state issued identification at the school's office to be scanned through the Lobbyguard system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Cucamonga Middle School in collaboration with local agencies and the district office 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. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in November 2019.

Classroom Environment

Discipline & Climate for Learning

Cucamonga Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	4.9	3.9	4.3
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	1.7	1.3	1.7
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2016-17			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22.0	8	14	
Mathematics	21.0	8	12	1
Science	31.0		11	4
Social Science	28.0	2	14	1
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	4	15	1
Mathematics	23.0	7	14	1
Science	30.0	1	10	6
Social Science	30.0	1	13	3
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	7	13	4
Mathematics	25.0	6	11	6
Science	29.0	2	14	4
Social Science	29.0	1	13	6

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Cucamonga Middle School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Cucamonga Middle School held staff development training devoted to:

- 21st Century Training
- AVID Strategies Training
- Building Classroom Communities
- Character Development
- Collaborative Classrooms
- Identifying ELL Needs
- Professional Learning Communities
- Technology Training
- Trauma Informed Practices
- Visible Learning

Decisions concerning selection of staff development activities are performed by Visible Learning Team and Department Chairs using tools such as teacher input, district benchmark results, data analysis, and state results to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Cucamonga Middle School supports ongoing professional growth throughout the year on late start days and PLC planning time. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18, 2018-19, and 2019-20 school years, Cucamonga Middle School's teachers attended the following events hosted by the Central School District:

2017-18 Training:

- California Dashboard
- LCAP Updates
- Safety
- Visible Learning

2018-19 Training:

- Behavior and the Healing Power of Relationships by Ron Powell
- Trauma

2019-20 Training:

- ELA Training
- History Training
- Science Training

Cucamonga Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Cucamonga Middle School are aligned to the California State Standards. Instructional materials 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 (English/language arts, math, science, and social science).

On Thursday, September 05, 2019, the Central 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 #04-19-20 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) 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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Central School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2012	McDougal Littell, <i>California Literature</i>	0 %
2018	Pearson, <i>iLit ELL</i>	0 %
History-Social Science		
2006	Holt, <i>Social Studies</i>	0 %
Mathematics		
2017	Pearson, <i>Envision</i>	0 %
Science		
2007	Glencoe/McGraw-Hill, <i>Focus on Science Series</i>	0 %

Professional Staff

Counseling & Support Staff

Cucamonga Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Cucamonga Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	2	1.8
Adaptive PE	1	0.4
Health Clerk	1	1.0
Library Media Technician	1	1.0
Mental Health Counselor	1	0.3
Nurse	1	0.3
Occupational Therapist	1	0.2
Psychologist	1	0.2
Speech Pathologist	1	0.5
Counselor-to-Student Ratio: 1:406		

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

Teacher Assignment

During the 2018-19 school year, Cucamonga Middle School had 34 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	35	35	39	210
Teachers With Full Credentials	33	34	36	205
Teachers Without Full Credentials	2	1	3	5
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	3	3	11	17
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	1	2

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.

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. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,844	\$49,378
Mid-Range Teacher Salary	\$72,185	\$77,190
Highest Teacher Salary	\$92,162	\$96,607
Superintendent Salary	\$179,563	\$189,346
Average Principal Salaries:		
Elementary School	\$111,984	\$122,074
Middle School	\$116,136	\$126,560
High School	N/A	\$126,920
Percentage of Budget:		
Teacher Salaries	37%	36%
Administrative Salaries	5%	6%

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

Expenditures Per Student

For the 2017-18 school year, Central School District spent an average of \$9,445 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (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.)

In addition to general fund state funding, Central School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
			% Diff. School & Dist.	% Diff. School & State	
	School	District		State	
Total**	\$7,858	N/A	N/A	N/A	N/A
Restricted	\$1,715	N/A	N/A	N/A	N/A
Unrestricted	\$6,143	\$6,130	100.22	\$7,507	81.84
Average Teacher Salary	\$72,814	\$74,776	97.38	\$77,619	93.81

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Cucamonga Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Cucamonga Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Cucamonga Middle School is Archibald Library, a branch of Rancho Cucamonga Public Library.

Address: 7368 Archibald Avenue, Rancho Cucamonga

Phone Number: (909) 477-2720

WebSite: <http://www.rcpl.lib.ca.us/>

Number of Computers Available: 22

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Central School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2019.