

8496 Ninth Street
Rancho Cucamonga, CA 91730
(909) 982-8387
FAX (909) 982-8679

CDS Code
36676946035760

Grades K-5

Los Amigos Elementary School

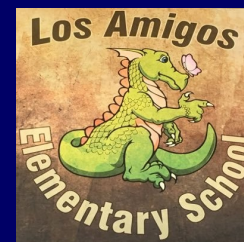
School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

Amber Arreguin, Principal

aarreguin@cuca.k12.ca.us



Cucamonga School District

8776 Archibald Avenue
Rancho Cucamonga, CA 91730
(909) 987-8942

www.cuca.k12.ca.us

Board of Education

Laura Hendison
Eric Montague
Yolanda Strong Reed
Henry J. Cowles
David Ortega

Administration

Richard Dahlin
Superintendent
rdahlin@cuca.k12.ca.us

Michael Chaix, Ed. D.
Assistant Superintendent
Educational Excellence

Bruce LaVallee
Assistant Superintendent
Personnel and Pupil Services

Rick Jensen
Assistant Superintendent
Business Services

Contents

About this School
Conditions of Learning
Specialized Services
Textbooks
School Facilities
Pupil Outcomes
Parental Involvement
School Climate
Other Information
School Finances
Professional Development
About the SARC

About This School

School's Mission Statement

Los Amigos School is dedicated to empowering the whole child through creative well balanced instruction.

Principal's Message

Los Amigos means "the friends," and we are committed to partnering with our parents and community in creating a friendly, caring school. As a staff, we continually develop ways to improve academic learning opportunities for every student. We analyze test scores, develop instructional strategies, and work on ways to refine the curriculum. Each teacher is prepared to teach all subjects in an interesting and motivating way. They are committed and dedicated to providing every child with a quality education. The school provides the environment and the opportunity to learn, and the parents provide the encouragement and support necessary to take advantage of these learning opportunities.

Research shows that the most important variable in a child's success in school is the parents' involvement in the child's education. Parents are a child's first and best teacher and set the tone for lifelong success by the values taught in the home:

- The value of wanting to learn what is being taught
- The self-discipline to practice it over and over again to know it
- The guidance to always do their best work
- The attitude that if at first, you don't succeed, try, try, try again
- The belief that their education is a priority in their life
- Being organized, and neat in their work
- Being a responsible worker

Our parent community is supportive of the school, and we work hand in hand to create an environment that sets high standards of achievement and nurtures the learner within.

School Description

Los Amigos School, located in the southwestern portion of the City of Rancho Cucamonga, is one of four schools in the Cucamonga School District. Los Amigos serves approximately 560 students from a State Preschool through 5th grade.



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	106
Grade 1	9
Grade 2	87
Grade 3	76
Grade 4	75
Grade 5	107
Total Enrollment	549

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	8.4%
American Indian or Alaska Native	0.4%
Asian	2.0%
Filipino	1.5%
Hispanic or Latino	82.3%
Native Hawaiian or Pacific Islander	0.4%
White	5.1%
Two or More Races	0.0%
Student Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.80 %
English Learners	23.30 %
Students with Disabilities	8.90 %
Foster Youth	0.70 %
Homeless	6.60 %

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	25	26	25	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).

Special Programs

Gifted and Talented Students—are identified twice a year. GATE students are clustered, and teachers differentiate instruction in the classroom to meet their needs. An afterschool program and several field trips emphasize a STEAM focus for the identified GATE students.

At-Risk Students—are identified using multiple measures and are served in several ways. The Title I program works with each grade level to provide 30-45 minutes a day where the students are ability grouped to receive remedial or enriched instruction from the grade level teachers, the RSP teacher, an instructional assistant, and the Title I staff.

English-Language Learners—are identified on the ELPAC test each year. Students receive 30 minutes of ELD instruction with the classroom teacher. Students who do not meet their targeted growth work in a remedial program with an intervention teacher.

Students with Disabilities—are identified and served by an RSP teacher, an SDC teacher, and instructional assistants who work on their areas of need to meet their IEP goals.

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	National Geographic Reach National Geographic	2017	Yes	0%
Mathematics	Houghton Mifflin "California Math"	2009	No*	0%
Science	Pearson Scott-Foresman "California Science"	2008	No*	0%
History-Social Science	Pearson Scott-Foresman "History-Social Science for California"	2006	No*	0%

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

After-School Programs

- Los Amigos works with our teachers to provide after school enrichment classes for Kindergarten – 5th-grade students, including Glee, Sports, Technology, Coding, Community Service, Photography, and Theater.
- Los Amigos works with our teachers to provide after school intervention classes for 1st – 5th-grade students that focus on various foundational skills in both language arts and math.
- The Think Together Program provides after school instruction, enrichment, and physical fitness five days a week for grades K-5.
- Peer Tutoring—During class time, some students are teamed with a classroom buddy who tutors and coaches them when it is needed.

Technology

Every kindergarten through second-grade students has an assigned iPad tablet and every third through fifth-grade students have an assigned Surface Pro tablet that is used for daily instruction in their classrooms. All devices are connected to the internet for research and information. Classrooms are equipped with PC computers, laptops, printers, document cameras, and projectors. 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. Students go through training on Internet use and etiquette from our District Technology Coach.

SCHOOL ACCOUNTABILITY REPORT CARD

School Facilities

School Facility Conditions and Planned Improvements

Los Amigos Elementary School opened July 1, 1980. The multipurpose room, playground, and front office remodel began in 2011-2012 with a completion date of December 2012. The next phase started in January of 2013, which included replacing 14 existing portable classrooms with 14 permanent classrooms. The parking lots and surrounding landscaping were also updated. The completion date was August 2014.

Every teacher has adequate classroom space. The playground has been upgraded with new concrete and has a large area for tetherball, basketball, four-square, and handball. The grass area is large enough for kickball, soccer, and playing catch. Our equipment is supported by wood chips that cushion a slide, swings, and hanging bars. The staff lounge is located upstairs where teachers have space to eat. The workroom is stocked with a copier, laminator, cutting boards, and a dye cut machine.

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.

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 1, 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.

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.

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.

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 1, 2019.

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 Interior: Interior Surfaces	X	X		No repairs needed at the time of inspection. In more than one room ceiling tiles need replacing. In more than one room carpets are stained, torn, or lifting. One room hole in wall. In one room formica trim is loose. In one room formica trim is missing. In one room water damage to sink countertop. One room missing cord conduit and cabinet handle is broken. One room formica trim is chipping (work in progress). (All other repairs completed in August and September 2019).	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.	
Electrical: Electrical	X			In more than one room light panels or ballasts are out. One room phone jack cover is missing. In one hallway and in one room light diffuser is loose. In hallway missing outlet cover. (All repairs completed in August and September 2019).	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Men's staff restroom and in more than one room faucet has low flow. Boy's restroom toilet is loose at the base. (All repairs completed in August and September 2019).	
Safety: Fire Safety, Hazardous Materials	X			In more than one room plug-in candle warmer. (All plug-in candles removed)	
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Skid paint is peeling on ramp. One door has a burn mark. (All repairs completed in August and September 2019).	
Overall Rating	Exemplary		Good	Fair	Poor
			95.6%		

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	2017-18	2017-18	2017-18
ELA/Literacy	37%	35%	41%	39%	50%	48%
Mathematics	26%	28%	28%	25%	38%	37%

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 3–5 (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	263	252	95.82%		35.32%
Male	128	122	95.31%		31.97%
Female	135	130	96.30%		38.46%
Black or African American	25	22	88.00%		31.82%
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	208	200	96.15%		33.00%
Native Hawaiian or Pacific Islander	--	--	--		
White	16	16	100.00%		56.25%
Two or More Races					
Socioeconomically Disadvantaged	214	208	97.20%		33.65%
English Learners	88	84	95.45%		32.14%
Students with Disabilities	38	37	97.37%		8.11%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

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 3–5 (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	262	254	96.95%		27.95%
Male	127	123	96.85%		29.27%
Female	135	131	97.04%		26.72%
Black or African American	25	22	88.00%		22.73%
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	207	202	97.58%		26.24%
Native Hawaiian or Pacific Islander	--	--	--		
White	16	16	100.00%		50.00%
Two or More Races					
Socioeconomically Disadvantaged	213	210	98.59%		27.14%
English Learners	88	87	98.86%		27.59%
Students with Disabilities	38	37	97.37%		8.11%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

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	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
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
5	24.5%	13.7%	13.7%

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

SCHOOL ACCOUNTABILITY REPORT CARD

Opportunities for Parental Involvement

Contact Persons: Our Parent Liaison, Valeria Aguilera; ELAC, Silvia Elvis; SSC, Victoria Rigney

Phone Number: (909) 982-8387

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. Our parent, liaison, works hard to recruit volunteers, as does our whole staff. 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 is a necessary component in making the vision of our school plan work. Our parents help teach dancing in after school programs to give students increased opportunities.

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	1.1%	1.4%	1.7%
Expulsions	0.0%	0.0%	0.0%
	District		
	2016-17	2017-18	2018-19
Suspensions	4.4%	3.4%	4.9%
Expulsions	0.0%	0.2%	0.2%
	State		
	2016-17	2017-18	2018-19
Suspensions	3.6%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

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 that is disruptive or which hurts others will not be tolerated. Los Amigos supports the implementation of PBIS. Second Step curriculum and Common-Sense Media are used in all grades.

School Safety

SB187 Safety Plan

Date the plan was last updated: 10/11/2019

Date the plan was last reviewed with staff: 10/2019

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.

To ensure a safe and orderly environment for all students, safety, and disaster preparedness plans are in place. School rules are firmly and fairly enforced. The safety and cleanliness of school facilities at Los Amigos Elementary School are of critical importance. Our staff is continuously on the alert to ensure that our school is a safe place for students. A committee walks the campus for a safety inspection once a month. Students are encouraged to keep the campus clean.

Attendance

Research shows that school achievement correlates highly with school attendance. Lost days mean that students miss out on learning, and 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 include recognition at assemblies, certificates, our Attendance Recovery Saturday Program, the Student Attendance Review Team and the County Student Attendance Review Board. The staff, parents and students at Los Amigos Elementary School are working together to maintain a high percentage of attendance.

Scheduling

Supervision starts at 7:40 a.m., twenty minutes before school starts and ends at 3:00 p.m., fifteen minutes after school is out. Teachers, assistants, and proctors all serve duty throughout the day. The gates around the school are all locked while students are on campus, and all visitors must come through the office. Visitors must present proper identification, sign in, and out at the front desk and then are given a sticker to wear on campus.

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.50
Nurse	0.25
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
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 ACCOUNTABILITY REPORT CARD

Average Class Size and Class Size Distribution Elementary

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.

Grade Level	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+
Kindergarten	19.0	5	1	20.0	5	1	18.0	5	1
Grade 1	23.0		3	28.0		3	24.0		4
Grade 2	24.0		3	22.0		3	28.0		3
Grade 3	28.0		3	23.0		3	25.0		3
Grade 4	28.0		3	26.0		3	17.0	1	2
Grade 5	26.0	1	3	21.0	2	3	21.0	2	4

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	\$6,862	\$994	\$5,868	\$85,179
District			\$6,067	\$80,532
State			\$7,507	\$77,619
Percent Difference: School/District			(3%)	6%
Percent Difference: School/State			(22%)	10%

- 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 supplement the core instructional program provided by the school district.

Program	Amount
Title I	\$255,086
ASES	\$1,500
Restricted Lottery	\$39,330
Total	\$295,916

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%

SCHOOL ACCOUNTABILITY REPORT CARD

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.

