10022 Feron Blvd.
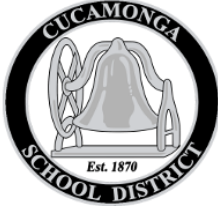**Rancho Cucamonga, CA 91730**
(909) 980-0969
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CDS Code: 36676946097646

Grades 6-8

Rancho Cucamonga Middle School

School Accountability Report Card

Reported Using Data from the 2020-21 School Year
Published During 2021-22

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Cucamonga School District

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Assistant Superintendent
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Contents

About This School

Vision

Rancho Cucamonga Middle School challenges its students to achieve their fullest potential as responsible learners and citizens.

Mission Statement

Rancho Cucamonga Middle School commits to preparing students for success today in order to be prepared for tomorrow by instilling pride.

- *P*romoting a positive and safe learning environment.
- *R*especting students, parents, and each other.
- *I*nspiring critical thinking, creativity, and innovation.
- *D*emonstrating integrity and good communication skills.
- *E*ncouraging students to rise to the challenge of high expectations.

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

At Rancho Cucamonga Middle School, we follow our Lions Promise: Be Responsible, Be Respectful, Be Positive, and Have Integrity. In addition, we believe in educating the whole child by providing all students a rigorous education in a safe learning environment and nurturing their socio-emotional growth.

RCMS has a student-centered enrichment program where students can learn and explore areas, such as computers, music, AVID (Advancement Via Individual Determination), Art or Spanish, to name a few. We also have during and after school clubs and activities for our students, such as organized sports, ASB (Associated Student Body), Dance Team, and Lions TV. Additionally, we offer our students a daily intervention period called WIN (What I Need).

Our parents and community play a vital role in the school's success. The School Site Council provides input and monitors school programs. At RCMS, our assets are our teachers and staff. Our staff is dedicated to the school by serving our students, communicating with parents, and always taking the students' best interests in mind when making decisions.

RCMS is a wonderful school where everyone takes pride in their work. Our students bring a wealth of experiences to our school, and we work with every one of them to help them succeed, grow, and learn. Our teachers are passionate about their work, and our parents and community care about our school. Go Lions!

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SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2020-21)

Grade Level	Enrollment
Grade 6	235
Grade 7	254
Grade 8	262
Total Enrollment	751

Student Enrollment by Subgroup (2020-21)

Student Group	Percent of Total Enrollment
Female	45.3%
Male	54.7%
Non-Binary	0.0%
American Indian or Alaska Native	0.5%
Asian	2.3%
Black or African American	16.1%
Filipino	2.9%
Hispanic or Latino	67.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.2%
White	8.9%
English Learners	11.3%
Foster Youth	0.9%
Homeless	0.5%
Migrant	0.0%
Socioeconomically Disadvantage	66.2%
Students with Disabilities	16.0%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA (2020-2021)

Authorization/Assignment	Number
Permits and Waivers	0.0
Misassignments	5.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	5.2

Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA (2020-2021)

Authorization/Assignment	Number
Credentialed Teachers Authorized on Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments (2020-2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.1	80.7%	113.0	91.5%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.2	13.5%	5.2	4.2%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	2.2	5.8%	5.2	4.2%	18,854.3	6.9%
Total Teaching Positions	38.6	100.0%	123.6	100.0%	274,759.1	100.0%

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

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2021-22)

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 READ 180, as well as a variety of supplemental research-based intervention programs. 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 2021-2022 pursuant to Education Code Section 60119 and 60422(b) was done on **September 23, 2021** at a Regular Board Meeting.

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	Yes	0%
Science	Pearson Prentice Hall	2006	Yes	0%
History-Social Science	Pearson Prentice Hall	2008	Yes	0%

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 Facility Conditions and Planned Improvements

Rancho Cucamonga Middle School is situated on approximately 14.68 acres near Hermosa Avenue and Feron Boulevard in Rancho Cucamonga, California. The facility was built in 1977 and has undergone remolding and renovations in 1990, 2010, and 2016. We are in the final stages of constructing our new building(C). Students and staff are already occupying the building. Building C is equipped with the latest technology, a maker space, and an outdoor learning courtyard. Building C is expected to be completed by December 2021.

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 September 20, 2021.

SCHOOL ACCOUNTABILITY REPORT CARD

School Facilities

School Facility Good Repair Status (School Year 2021-22)

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on **September 20, 2021**. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	Dirty vents in more than one room (cleaned 10/1/2021).
Interior: Interior Surfaces	**Good**	Holes in flooring in one room. Ceiling tile needs to be replaced in one room (deficiencies completed on 10/1/2021).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of inspection.
Electrical: Electrical	**Good**	Can lights out in one room (replaced 10/11/21). Light panel out in one room (replaced on 10/1/2021). Electrical panel blocked in more than one room (removed blockage 10/22 & 10/15/21).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good**	Faucet loose in one room (repair completed 10/1/2021).
Safety: Fire Safety, Hazardous Materials	**Good**	Plug in air freshener in one room (removed 10/8/21). Evacuation map not posted in more than one room (posted 10/8/21) Plug in candle warmer in one room (removed 10/8/21). Peeling paint on shade structure (scheduled for 2024 after B remodeling is complete).
Structural: Structural Damage, Roofs	**Good**	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	No repairs needed at the time of inspection.
Overall Rating:	**Good 98.02%**	

Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

SARC Reporting in the 2020–2021 School Year Only

- Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

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

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

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	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
ELA/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	767	N/T	N/T	N/T	N/T
Female	353	N/T	N/T	N/T	N/T
Male	414	N/T	N/T	N/T	N/T
American Indian or Alaska Native	—	N/T	N/T	N/T	N/T
Asian	19	N/T	N/T	N/T	N/T
Black or African American	126	N/T	N/T	N/T	N/T
Filipino	22	N/T	N/T	N/T	N/T
Hispanic or Latino	516	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	—	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	68	N/T	N/T	N/T	N/T
English Learners	83	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless	—	N/T	N/T	N/T	N/T
Military	—	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	459	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	—	N/T	N/T	N/T	N/T
Students with Disabilities	124	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	767	N/T	N/T	N/T	N/T
Female	353	N/T	N/T	N/T	N/T
Male	414	N/T	N/T	N/T	N/T
American Indian or Alaska Native	—	N/T	N/T	N/T	N/T
Asian	19	N/T	N/T	N/T	N/T
Black or African American	126	N/T	N/T	N/T	N/T
Filipino	22	N/T	N/T	N/T	N/T
Hispanic or Latino	516	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	—	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	68	N/T	N/T	N/T	N/T
English Learners	83	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless	—	N/T	N/T	N/T	N/T
Military	—	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	459	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	—	N/T	N/T	N/T	N/T
Students with Disabilities	124	N/T	N/T	N/T	N/T

School-Level Local Assessment Test Results in ELA by Student Group: Interim Assessment ICA-Grades three through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent at or Above Grade Level
All Students	751	506	67.3%	32.5%	45.3%
Female	340	213	62.6%	37.4%	31.3%
Male	411	293	71.2%	28.8%	45.0%
Asian	17	14	82.4%	17.6%	71.4%
Black or African American	121	83	68.4%	31.4%	38.6%
Filipino	22	16	72.7%	27.3%	81.3%
Hispanic or Latino	508	338	66.5%	33.5%	43.85%
White	67	44	65.7%	34.3%	52.3%
English Learners	85	44	51.8%	48.2%	15.9%

School-Level Local Assessment Test Results in Mathematics by Student Group: Interim Assessment ICA-Grades three through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent at or Above Grade Level
All Students	751	523	69.6%	30.4%	19.7%
Female	340	212	62.3%	37.7%	17.3%
Male	411	311	75.6%	24.4%	19.3%
Asian	17	17	100%	0.0%	35.3%
Black or African American	121	84	69.4%	30.6%	15.5%
Filipino	22	17	77.3%	22.7%	26.4%
Hispanic or Latino	508	346	68.1%	31.9%	17.9%
White	67	47	70.1%	29.9%	14.9%
English Learners	85	49	57.6%	42.4%	6.1%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will not include any category in this 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.

District-Level Local Assessment Test Results in ELA by Student Group: Interim Assessment ICA-Grades three through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent at or above grade level
Districtwide	1541	1178	79.4%	20.5%	30%
Female	774	560	79.3%	20.6%	27.7%
Male	797	618	79.6%	20.3%	27.6%
American Indian or Alaska Native	6	--	--	--	--
Asian	38	14	82.4%	17.6%	71.4%
Black or African American	233	173	76.6%	93.4%	23.1%
Filipino	39	16	72.7%	27.3%	81.3%
Hispanic or Latino	1080	775	73.6%	26.4%	27.8%
Native Hawaiian or Pacific Islander	4	--	--	--	--
Two or More Races	23	--	--	--	--
White	122	89	74.4%	25.5%	39.7%
English Learners	202	131	68.2%	31.85%	5.9%
Foster Youth	8	--	--	--	--
Homeless	6	--	--	--	--
Military	0	--	--	--	--
Socioeconomically Disadvantaged	717	57	43.2%	6.7%	13.7%
Students Receiving Migrant Education Services	0	--	--	--	--
Students with Disabilities	215	67	53%	22%	8.6%

District-Level Local Assessment Test Results in Mathematics by Student Group: Interim Assessment ICA-Grades three through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent at or above grade level
Districtwide	1541	1217	78.9%	21.1%	18.1%
Female	744	572	81.8%	18.4%	15.9%
Male	797	645	82.9%	17.1%	17.5%
American Indian or Alaska Native	6	--	--	--	--
Asian	38	14	82.4%	17.6%	71.4%
Black or African American	233	182	82.1%	17.9%	9.6%
Filipino	39	17	77.3%	22.7%	26.4%
Hispanic or Latino	1080	796	76.3%	23.6%	15.6%
Native Hawaiian or Pacific Islander	4	--	--	--	--
Two or More Races	23	--	--	--	--
White	122	90	73.%	26.7%	22.1%
English Learners	202	143	75.6%	24.3%	6.6%
Foster Youth	8	--	--	--	--
Homeless	6	--	--	--	--
Military	0	--	--	--	--
Socioeconomically Disadvantaged	717	56	42.7%	7.2%	7.7%
Students Receiving Migrant Education Services	0	--	--	--	--
Students with Disabilities	215	79	61.7%	13.2%	7.6%

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will not include any category in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
	N/A	N/T	N/A	N/T	N/A	28.72%

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2020-21)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	271	N/T N/T	N/T N/T	N/T N/T	N/T N/T
Female	119	N/T	N/T	N/T	N/T
Male	152	N/T	N/T	N/T	N/T
American Indian or Alaska Native	—	N/T	N/T	N/T	N/T
Asian	—	N/T	N/T	N/T	N/T
Black or African American	45	N/T	N/T	N/T	N/T
Filipino	—	N/T	N/T	N/T	N/T
Hispanic or Latino	173	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	—	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	30	N/T	N/T	N/T	N/T
English Learners	21	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless	—	N/T	N/T	N/T	N/T
Military	—	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	165	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	N/T	N/T	N/T	N/T
Students with Disabilities	49	N/T	N/T	N/T	N/T

SCHOOL ACCOUNTABILITY REPORT CARD

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	797	782	176	22.5
Female	367	358	72	20.1
Male	430	424	104	24.5
American Indian or Alaska Native	19	19	1	5.3
Asian	4	4	2	50.0
Black or African American	132	125	31	24.8
Filipino	22	22	1	4.5
Hispanic or Latino	538	531	123	23.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	9	9	2	22.2
White	70	69	15	21.7
English Learners	89	89	22	24.7
Foster Youth	11	9	3	33.3
Homeless	9	8	2	25.0
Socioeconomically Disadvantaged	530	519	136	26.2
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	132	129	37	28.7

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 (2020-21)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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 Parent Involvement

Contact Person: Mona Raya, Parent Liaison
Phone Number: (909) 980-0969

Parents are an integral part of student success. Studies show that when parents participate in their children's education, they 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**.**

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	12.43%	0.71%	4.86%	0.0%	3.47%	0.2%
Expulsions	0.71%	0.0%	0.22%	0.0%	0.08%	0.0%

Suspensions and Expulsions for School Year 2019-20 Only

(data collected between July through February, partial school year due to Covid-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.08%	2.81%	2.45%
Expulsions	0.0%	0.0%	0.05%

SCHOOL ACCOUNTABILITY REPORT CARD

Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

School Safety

SB187 Safety Plan

Date the plan was last updated: August 2021

Date the plan was last reviewed with staff: September 23, 2021
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) school-wide 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) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

Rancho Cucamonga Middle School employs various 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 has 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 they provide us with 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 must 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.

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.

RCMS has a safety team that meets monthly to conduct a site walkthrough to survey the campus of any visible safety hazards or violations. This team also reviews the safety plan annually and practices emergency drills monthly.

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.

Grade Level	2018-19				2019-20				2020-21			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	20.0	16	17	2	21	19	19		21.0	15	19	1
Mathematics	24.0	7	19		23	16	16	2	22.0	14	16	1
Science	25.0	5	15	2	28	3	12	6	25.0	4	15	1
Social Science	24.0	8	12	2	25	8	12	4	25.0	3	17	

*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.

SCHOOL ACCOUNTABILITY REPORT CARD

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	751
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 2019-20)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$7,634	$1,013	$6,621	$86,315
District			$6,288	$86,574
State			$8,444	$82,431
Percent Difference: School/District			5%	(0.3%)
Percent Difference: School/State			(22%)	5%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

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 2020-21)

Funding is provided from state and federal special programs to supplement the core instructional program provided by the school district. These programs include:
- ASES After School Program
- Restricted Lottery

Teacher & Administrative Salaries (Fiscal Year 2019-20)

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	$50,962	$51,450
Mid-Range Teacher Salary	$80,485	$80,263
Highest Teacher Salary	$101,593	$101,012
Average Principal Salary (Elementary)	$126,158	$128,082
Average Principal Salary (Middle)	$122,508	$132,453
Superintendent Salary	$176,023	$197,968
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	6%	6%

Professional Development

Measure	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	120	114	130

Continuous growth and refinement of our skills to help students be successful is the most critical 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 2021-2022 school year, the focus of Cucamonga School District Staff Development is in the areas of Professional Learning Communities and Common Core State Standards. Teachers are 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 are provided through three subject areas: ELA, Math, and NGSS. The Positive Behavioral Intervention System (PBIS) foundation has also been continued through professional development. This year, teachers are given the opportunity to select PD training from a list of suggested trainings that align with the district's vision.

SCHOOL ACCOUNTABILITY REPORT CARD

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).

California School Dashboard

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

Internet Access

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