

10022 Feron Blvd.
Rancho Cucamonga, CA 91730
(909) 980-0969
FAX (909) 481-0147
CDS Code
36676946097646
Grades 6-8

Rancho Cucamonga Middle School

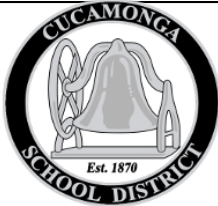
School Accountability Report Card

Reported Using Data from the 2019-20 School Year

Published During 2020-21

Nyesha Williams, Principal

nwilliams@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

Henry J. Cowles
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Administration

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Superintendent
rdahlin@cuca.k12.ca.us
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Deo Persaud
Assistant Superintendent
Business Services

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About This School

School's Mission Statement

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

- Promoting a positive and safe learning environment.
- Respecting students, parents, and each other.
- Inspiring critical thinking, creativity, and innovation.
- Demonstrating integrity and good communication skills.
- Encouraging students to rise to the challenge of high expectations

Schools Vision Statement

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

School Description

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

Principal's Message

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

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



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2019-20)

Grade Level	Enrollment
Grade 6	255
Grade 7	274
Grade 8	270
Total Enrollment	799

Student Enrollment by Subgroup (2019-20)

Student Group	Percent of Total Enrollment
Black or African American	13.5%
American Indian or Alaska Native	0.3%
Asian	3.3%
Filipino	3.6%
Hispanic or Latino	68.2%
Native Hawaiian or Pacific Islander	0.5%
White	9.0%
Two or More Races	1.6%
Socioeconomically Disadvantaged	71.6%
English Learners	11.3%
Students with Disabilities	16.3%
Foster Youth	1.5%
Homeless	3.8%

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

Teachers	School			District
	2018-19	2019-20	2020-21	2020-21
With Full Credential	35	35	36	113
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

	2018-19	2019-20	2020-21
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).



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Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2020-21)

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 2020-2120 pursuant to Education Code Section 60119 and 60422(b) was done on **September 24, 2020** 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. The teacher provides the Visual and Performing Arts program; therefore, sufficiency information is not available.

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 Facilities

School Facility Conditions and Planned Improvements

Rancho Cucamonga Middle School is situated on approximately 14.68 acres near the intersection of Hermosa Avenue and Feron Boulevard in Rancho Cucamonga, California. The facility was built in 1977 and remodeled in 1990 to include an additional two-story wing with 20 classrooms and a library media center. The original wing was remodeled during 2009-2010 which included renovating the office, updating classrooms and adding a computer lab and two classrooms. There is a computer lab in B Wing equipped with 35 Apple Computers with Internet capability. In 2003 a 20,000 square foot athletic complex was completed, including a gymnasium, two locker rooms, and a stage. In 2016 we

renovated half of our playfield, long jump pit, added a 100-meter track, and a Physical Education storage building. We are currently in the process of constructing a new building (C). This new building will be equipped with the latest technology, maker spaces, and an outdoor learning courtyard. Building C is expected to be completed by April 2021.

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

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

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School Facility Good Repair Status (School Year 2020-21)

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 **July 16, 2020**. 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. On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

System Inspected	Rating	Repairs Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Two unisex RRs dirty vents (repaired 7/30/20).
Interior: Interior Surfaces	Fair	Technology room hole in wall (repaired 8/5/20). Rooms 4 & 13 formica trim is chipping on counter top and cabinets (repaired 10/30/20). Band room & room 12, torn carpet (planned repair by 8/31/21). Room 8 ceiling tile is loose (repaired 7/30/20). Room 14 floor tiles are broken (hallway) (planned repair by 8/31/21). Men's RR water damage to wall (repaired 7/30/20). Floor tiles are broken (repaired 7/30/20). Women's RR two stall doors broken (repaired 7/30/20). Room 16 carpet is separating at seams (planned repair by 8/31/21). Room 17 holes in counter top (repaired 10/30/20). Room 18 hole in flooring (planned repair by 8/31/21). Room 20 cord conduit pieces are missing on countertop (repaired 8/7/20). Room 20 formica is missing on window sill & room 28 missing on countertop (repaired 10/30/20). Room 29 formica is chipping on table (repaired 10/30/20). Room 30 rubber molding missing (repaired 7/30/20).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 18 brown widow at entry (removed 7/30/20).
Electrical: Electrical	Good	Diner and room 5 electrical covers are missing on ceiling (repaired 7/30/20). Foyer emergency exit light inoperable in stairwell (repaired 8/7/20). Foyer, men's & women's RR & room 30 light diffusers missing (repaired 7/30/20). Room 18 one can light out (repaired 7/30/20). Room 33 two light panels are out (repaired 8/4/20).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Nurse's office, one girl's RR, & men's RR toilets leak at fitting (repaired 7/30/20). Men's RR faucet has high pressure (repaired 7/30/20). Room 18 multiple faucets have no flow & one has low flow (repaired 7/30/20). Men's & women's RRs faucets have low flow (repaired 7/30/20).
Safety: Fire Safety, Hazardous Materials	Good	Outdoor lunch area paint is peeling on shade structure (planned repair by 8/31/21). Room 10, 11, 12 paint is peeling on door and door frame. Cafeteria plug in air freshener in RR (repaired 7/30/20). Room 15 paint is peeling on door (repaired on 8/3/20). Room 24 paint is peeling on DF (repaired 8/7/20). Room 32 paint peeling on door frame (repaired 8/11/20).
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Computer lab large gap above doors (repaired 7/30/20).
Overall Rating:	Good 94.44%	

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 July 16, 2020.

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.

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.

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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	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
ELA/Literacy	45%	N/A	39%	N/A	50%	N/A
Mathematics	28%	N/A	25%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Assessment Results by Student Group

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

California Standards Tests in Science for All Students

Science (grades 5, 8, & high school)	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
	34%	N/A	29%	N/A	30%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 (2019-20)

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Contact Person: Nyesha Williams, Principal

Phone Number: (909) 980-0969

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

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.3%	12.4%	3.4%	4.9%	3.5%	3.5%
Expulsions	0.6%	0.7%	0.2%	0.2%	0.1%	0.1%

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	District	State
Suspensions	7.5%	3.0%	N/A
Expulsions	0.0%	0.0%	N/A

Discipline

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

Student Support Services

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

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together to maintain a high percentage of attendance. Our current attendance rate is 96%.

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

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

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



Other SARC Information

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2017-18				2018-19				2019-20			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	18	17	1	20.0	16	17	2	21	19	19	
Mathematics	25.0	7	15	2	24.0	7	19		23	16	16	2
Science	25.0	7	12	2	25.0	5	15	2	28	3	12	6
Social Science	24.0	6	12	4	24.0	8	12	2	25	8	12	4

*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 Safety

SB187 Safety Plan

Date the plan was last updated: 9/2020

Date the plan was last reviewed with staff: 12/2/20

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

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

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

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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	799
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 2018-19)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$7,771	\$945	\$6,826	\$85,548
District			\$6,252	\$82,447
State			\$7,750	\$80,565
Percent Difference: School/District			9%	4%
Percent Difference: School/State			(12%)	6%

- **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 2019-20)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

Program	Amount
ASES	\$1,500
Restricted Lottery	\$63,207
Total	\$64,707

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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	\$49,358	\$50,574
Mid-Range Teacher Salary	\$77,952	\$76,649
Highest Teacher Salary	\$98,394	\$98,993
Average Principal Salary (Elementary)	\$122,160	\$125,150
Average Principal Salary (Middle)	\$122,160	\$129,934
Superintendent Salary	\$170,446	\$193,925
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	6%	6%

Professional Development

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	131	120	114

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 2020-2021 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

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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. This year, teachers were also given the opportunity to select PD trainings from a list of suggested trainings that align with the districts vision.

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.

