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Grades K-5

THE ONTARIO CENTER

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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Cucamonga School District

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About This School

School's Mission Statement

Together, we empower all students to achieve excellence in learning.

School Description

THE ONTARIO CENTER SCHOOL (TOCS), located in the northeastern portion of the beautiful city of Ontario, is one of four schools in the Cucamonga School District. The school serves approximately 600 students in grades transitional kindergarten through fifth grade. The student population and community are both culturally and economically diverse. Our students and their families are welcomed by a highly talented and dedicated faculty who strives to deliver the best possible education to all students with the California State Standards being the focus of all instruction and assessment. Currently, we have twenty-five general education teachers, one TITLE I Reading teacher, one English Language Learner Resource teacher, a Physical Education teacher, and one teacher each trimester that offers, art, music, and project based learning, two Specialized Academic instructors, a Speech and Language pathologist, counseling services offered in a variety of ways, two psychologists, and an occupational therapist. We also have a parent community liaison and library clerk. Other employees include office staff, instructional assistants, health technicians, custodial staff, and food services personnel. Our facilities are currently being completely remodeled to offer state of the art classrooms to the students we serve. We will have thirty-six renovated classrooms, a completely renovated kitchen and multipurpose room, as well as, new playground areas for the students. We also are proud to say that our facilities included 1:1 devices for our students.

Principal's Message

It is an honor and a privilege to serve as the principal of THE ONTARIO CENTER SCHOOL (TOCS), home of the Eagles. The faculty at THE ONTARIO CENTER SCHOOL believes strongly in parent and community involvement and view parents as our partners in their child's education. I have an "open door" policy and will be available to both you and your children. Further, we believe that parents, students and faculty work as a team to ensure student achievement and success. We encourage your input, and we invite you to tap into our resources as well. If you ever have any concerns, please feel free to call us at school.

Sincerely;
Mrs. Kozyra



SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Kindergarten	144
Grade 1	85
Grade 2	95
Grade 3	95
Grade 4	99
Grade 5	115
Total Enrollment	633

Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	19.7%
American Indian or Alaska Native	0.5%
Asian	4.4%
Filipino	1.9%
Hispanic or Latino	60.3%
Native Hawaiian or Pacific Islander	0.5%
White	11.5%
Two or More Races	0.8%
Other	0.4%
Student Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.1%
English Learners	12.2%
Students with Disabilities	6.6%
Foster Youth	0.9%

Conditions of Learning

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30	31	29	116
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).

	2016-17	2017-18	2018-19
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

GATE students – The Gifted and Talented Education Program (GATE) is offered within the general education setting with differentiated instruction provided to students.

At-risk students – At risk students are serviced through interventions provided by the general education classroom teacher, the Title I Teacher, Resource Specialist Teacher, and NCLB compliant paraprofessionals. Students that are identified as at-risk are provided extended learning time within the regular instructional day as well as after-school remediation programs. The school uses a block schedule model which includes "Team Time" and utilizes Response to Intervention protocols.

English-Language Learners—Students who are identified as English Learners receive a minimum of 30 minutes per day of ELD and/or SDAIE instruction with the regular classroom teacher. The Title I program supports ELD services when applicable. English Learners who are not progressing or who are at levels 1 or 2 on the CELDT (California English Language Development Test) receive additional services with our English Language Resource Teacher.

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 of 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 sufficiency of textbooks and instructional materials for fiscal year 2018-19 pursuant to Education Code Section 60119 and 60422(b) was done on September 27, 2018 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	Yes	0%
Science	Pearson Scott-Foresman "California Science"	2008	Yes	0%
History-Social Science	Pearson Scott-Foresman "History-Social Science for California"	2006	Yes	0%

After-School Programs

THE ONTARIO CENTER SCHOOL offers a variety of extracurricular, enrichment and remedial programs. All programs are designed and developed based on student need and available funding.

- Think Together
- Art
- Drill Team
- STEM
- Lego Education
- Gardening
- Soccer
- News Crew

The following tools are used to monitor, adjust and rate student learning:

- ILP (Individualized Learning Plans)
- IEP (Individualized Educational Plans)
- Progress reports
- Report cards
- Teacher observations
- Common Formative Assessments
- District benchmarks and assessments
- Standardized test

Reporting student progress to staff, students, parents and the school community is disseminated in one or more of the following ways:

- Parent conferences
- CAASP Test Scores
- Report cards
- Websites
- Phone calls and emails

SCHOOL ACCOUNTABILITY REPORT CARD

School Facilities

School Facility Conditions and Planned Improvements

The Ontario Center School opened in 1990 and is one of four schools in the Cucamonga School District. The school's playground was redone with concrete and a new playground meeting ADA requirement was installed; the exterior of the school was newly painted during the summer of 2010. We are currently under a multi-year school modernization project. Each of our classrooms has a teacher computer workstation and a projector and sound system connected to the teacher's computer. A computer network system is connected to a local area network, and every classroom and office, have Internet access. 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 are nearing the end of construction, with the last wing of classrooms being fully renovated. When completed we will have 36 state of the art classrooms, a new kitchen and multipurpose room, new offices, and new playground areas for our students.

Cleaning Process and Schedule

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

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

School Facility Good Repair Status (School Year 2018-19)

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 report. Since that time, those conditions may have changed. The most recent inspection took place on June 21, 2018.

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 June 21, 2018.

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.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer Interior: Interior Surfaces	X			No repairs needed at the time of inspection. Two rooms formica trim peeling. More than one room wall paper torn. One room hole in ceiling. One room rubber molding missing on island. One room crack in ceiling and wall. More than one room carpet damaged. One room soap dispenser broken. One room plaster chipping. Repairs made between 7/30 and 7/31 2018.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical		X		More than one room lights out. One room electrical cover loose. Repairs made between 7/25 and 7/30 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One DF needs adjustment. One room faucet needs adjustment.
Safety: Fire Safety, Hazardous Materials	X			One room compressed gas cylinder unsecured.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed at the time of inspection.
Overall Rating	Exemplary			Good
				95.98%
				Fair
				Poor

SCHOOL ACCOUNTABILITY REPORT CARD

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	36%	43%	39%	41%	48%	50%
Mathematics	24%	31%	25%	28%	37%	38%

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 Assessment Results—Test Results in ELA by Student Groups, Grades 3–5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	314	309	98.41%	42.72%
Male	160	158	98.75%	36.08%
Female	154	151	98.05%	49.67%
Black or African American	56	56	100.00%	41.07%
American Indian or Alaska Native	--	--	--	
Asian	16	15	93.75%	66.67%
Filipino	--	--	--	
Hispanic or Latino	195	193	98.97%	41.45%
Native Hawaiian or Pacific Islander	--	--	--	
White	31	30	96.77%	50.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	219	217	99.09%	39.63%
English Learners	62	59	95.16%	35.59%
Students with Disabilities	32	31	96.88%	3.23%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

CAASPP Assessment Results—Test Results in Mathematics by Student Groups, Grades 3–5 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	314	312	99.36%	30.77%
Male	160	159	99.38%	32.70%
Female	154	153	99.35%	28.76%
Black or African American	56	56	100.00%	33.93%
American Indian or Alaska Native	--	--	--	
Asian	16	16	100.00%	68.75%
Filipino	--	--	--	
Hispanic or Latino	195	194	99.49%	25.26%
Native Hawaiian or Pacific Islander	--	--	--	
White	31	31	100.00%	38.71%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	219	217	99.09%	28.57%
English Learners	62	62	100.00%	25.81%
Students with Disabilities	32	31	96.88%	9.68%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

Other Pupil Outcomes

California Physical Fitness Test Results (2017-18)

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	19.8%	21.6%	41.4%

Engagement

State Priority: Parental Involvement

Contact Person: Joyce Kozyra, Principal,
Gladys Garcia, Parent Liaison

Phone Number: (909) 948-3044

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 entire faculty. 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. If you would like to volunteer at school and/or become involved in Site Council or English Language Advisory Council, please contact the school. We hold monthly School Site Council meetings, English Advisory Council meetings, Parent Volunteer group meetings, and a variety of other services and opportunities. Please check our school calendar for a schedule of planned events.

State Priority: School Climate

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		
	2015-16	2016-17	2017-18
Suspensions	0.3%	2.4%	1.3%
Expulsions	0.0%	0.0%	0.0%
	District		
	2015-16	2016-17	2017-18
Suspensions	1.4%	4.4%	3.4%
Expulsions	0.0%	0.0%	0.2%
	State		
	2015-16	2016-17	2017-18
Suspensions	3.7%	3.7%	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 which is disruptive, or which hurts others will not be tolerated. Detailed discipline plans can be found in the student handbook published on our website at <http://tocs-cucamonga-ca.schoolloop.com>.

School Safety

SB187 Safety Plan

Date the plan was last updated: April 2018

Date the plan was last reviewed with staff: August 8, 2018

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.

Before and After School Supervision:

Certificated and classified personnel have a duty schedule to provide ample student supervision before and after school. Additionally, the YMCA provides supervision for extended hours before and after school.

For Checking in Visitors:

We welcome and encourage school and classroom visitors. THE ONTARIO CENTER SCHOOL requires that ALL visitors on campus register in the office and obtain permission to enter the school grounds. You will be required to scan your current driver license and or identification for approval of entry.

SCHOOL ACCOUNTABILITY REPORT CARD

Supervision of Grounds:

THE ONTARIO CENTER SCHOOL employs 7 campus aides to provide additional supervision during lunch and lunch recess.

THE ONTARIO CENTER SCHOOL prides itself as a positive, safe, orderly and stimulating environment which promotes a friendly atmosphere in which all members of THE ONTARIO CENTER SCHOOL community are treated with respect and dignity.

Attendance

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 include the Student Attendance Review Team and the County Student Attendance Review Board. Under the supervision of the Teaching Vice Principal, the staff, parents, and students at **THE ONTARIO CENTER SCHOOL** are working together to maintain a high percentage of attendance.

Other SARC Information

Academic Counselors and Other Support Staff

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

Title	Number of FTE* Assigned to 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.

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	2015-16			Avg. Class Size	2016-17			2017-18					
	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+
Kindergarten	20.0	6	1	20.0	5	1	18.0	8					
Grade 1	22.0		5	22.0		5	21.0	1	3				
Grade 2	27.0		4	26.0		4	24.0		4				
Grade 3	26.0		5	24.0		4	24.0		4				
Grade 4	29.0		4	28.0		4	27.0		3				
Grade 5	26.0	1	3	25.0	1	4	22.0	1	5				

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$6,332	\$763	\$5,569	\$82,761
District			\$5,744	\$79,942
State			\$7,125	\$76,046
Percent Difference: School/District			(3%)	4%
Percent Difference: School/State			(22%)	9%

- **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>.

SCHOOL ACCOUNTABILITY REPORT CARD

Other Funding (Fiscal Year 2017-18)

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

Program	Amount
Title I	\$216,670
Restricted Lottery	\$46,689
ASES	\$1,500
Total	\$264,859

Teacher & Administrative Salaries (Fiscal Year 2016-17)

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	\$48,064
Mid-Range Teacher Salary	\$77,180	\$75,417
Highest Teacher Salary	\$97,456	\$94,006
Average Principal Salary (Elementary)	\$116,487	\$119,037
Average Principal Salary (Middle)	\$120,950	\$123,140
Superintendent Salary	\$168,758	\$183,692
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	6%	6%

Professional Development

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 2017-2018 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 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.

