

835 North Center Avenue  
Ontario, CA 91764-4841  
(909) 948-3044  
FAX (909) 948-1712

CDS Code  
36676946109185

Grades K-5

## THE ONTARIO CENTER

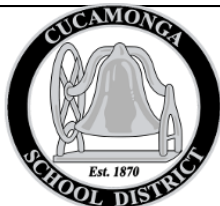
### School Accountability Report Card

Reported Using Data from the 2019-20 School Year

Published During 2020-21

Joyce Kozyra, Principal

[jkozyra@cuca.k12.ca.us](mailto:jkozyra@cuca.k12.ca.us)



#### Cucamonga School District

8776 Archibald Avenue  
Rancho Cucamonga, CA 91730  
(909) 987-8942  
[www.cuca.k12.ca.us](http://www.cuca.k12.ca.us)

#### Board of Education

Laura Hendison  
Eric Montague  
Yolanda Strong Reed  
Henry J. Cowles  
Victoria Viveros Mageno

#### Administration

Richard Dahlin  
Superintendent  
[rdahlin@cuca.k12.ca.us](mailto:rdahlin@cuca.k12.ca.us)

Michael Chaix, Ed. D.  
Assistant Superintendent  
Educational Excellence

Bruce LaVallee  
Assistant Superintendent  
Personnel and Pupil  
Services

Deo Persaud  
Assistant Superintendent  
Business Services

#### Contents

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

#### About This School

##### School's Mission Statement

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 540 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 that strives to deliver the best possible education to all students with the California State Standards combined with 21<sup>st</sup> Century Learning Skills being the focus of all instruction and assessment. Currently, we have twenty- four 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 have been completely renovated to offer state of the art classrooms to the students we serve. We have thirty-six renovated classrooms, a completely renovated kitchen and a multipurpose room, as well as new playground areas for the students. We also are proud to say that our facilities included 1:1 device, 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 have any concerns, please feel free to call us at school.

Sincerely,  
Mrs. Kozyra



## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Subgroup (2019-20)

Grade Level	Enrollment
Kindergarten	117
Grade 1	99
Grade 2	106
Grade 3	78
Grade 4	94
Grade 5	99
<b>Total Enrollment</b>	<b>593</b>

### Student Enrollment by Grade Level (2019-20)

Student Group	Percent of Total Enrollment
Black or African American	21.2%
American Indian or Alaska Native	0.5%
Asian	3.0%
Filipino	2.0%
Hispanic or Latino	58.3%
Native Hawaiian or Pacific Islander	0.5%
White	12.8%
Two or More Races	1.5%
Socioeconomically Disadvantaged	67.5%
English Learners	11.1%
Students with Disabilities	10.6%
Foster Youth	0.8%
Homeless	1.9%

### 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	29	27	28	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).

### Special Programs

#### 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
- Drill Team
- STEM
- Soccer
- YMCA

#### 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

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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. All students, including English Learners have been provided a textbook or instructional material to use in class and take home.

Core Curriculum Area	Textbooks, Instructional Materials, Year of Adoption Percent of Students Lacking Their Own Assigned Copy
<b>Reading/Language Arts</b>	National Geographic Learning—Reach for Reading Common Core Program—Reach for Reading Anthologies — Consumable— English (Grades TK & K) (Adoption 2017) National Geographic Learning—Reach for Reading Common Core Program—Reach for Reading Anthologies— Textbook Hardback (1-5) (Adoption 2017) <b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b>
<b>Mathematics</b>	Houghton Mifflin California Math Pupil Edition—Textbook Hardback—English (Grades TK), (Adoption 2012) Houghton Mifflin California Math Pupil Edition—Consumable—English (Grades K-2) (Adoption 2009) Houghton Mifflin California Math Pupil Edition—Textbook Hardback—English—Levels 3, 4, & 5 (Grades 3-5) (Adopted 2009) <b>The textbooks listed are from most recent adoption: No</b> <b>Percent of students lacking their own assigned textbook: 0</b> *The district has decided to continue to use previously adopted State materials until the next State materials adoption has become available. The TK materials are from the most recent local adoption.
<b>Science</b>	Pearson Scott Foresman Science Big Book Kit—Big Book—English (Grade TK-5) (Adopted 2012) Pearson Scott Foresman Science Big Book Kit—Big Book—English (Grade K) (Adopted 2008) Pearson Scott Foresman Science Pupil Edition—Textbook—Hardback English (Grades 1-5) (Adopted 2008) Mystery Science – Digital Material – English (Grades TK-K) (Adopted 2020) <b>The textbooks listed are from most recent adoption: No</b> <b>Percent of students lacking their own assigned textbook: 0</b> *The district has decided to continue to use previously adopted State materials until the next State materials adoption has become available. The TK materials are from the most recent local adoption.
<b>History-Social Science</b>	Pearson Scott Foresman HSS Pupil Edition—Consumable—English (Grade TK) (Adoption 2012) Pearson Scott Foresman HSS Pupil Edition—Consumable—English (Grades K-2) (Adoption 2006) Pearson Scott Foresman HSS Pupil Edition—Textbook—Hardback—English (Grades 3-5) (Adoption 2006) Accluss Academy – Digital Material – English (Grades 3-5) (Adopted 2020) <b>The textbooks listed are from most recent adoption: No</b> <b>Percent of students lacking their own assigned textbook: 0</b> *The district has decided to continue to use previously adopted State materials until the next State materials adoption has become available. The TK materials are from the most recent local adoption.
<b>Visual and Performing Arts</b>	The teacher provides the Visual and Performing Arts program; therefore, sufficiency information is not available.

## SCHOOL ACCOUNTABILITY REPORT CARD

**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 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. 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 have one to one technological device for all students. We are nearing the end of construction, with the last of our inside offices being completed, along with our library. All our student classrooms have been completely renovated and upgraded. Also, the kitchen and multipurpose, library, and all our outside facilities have been renovated.

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.

#### **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 17, 2020.

#### **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 17, 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. Also, there were several rooms under construction at the time of the inspection. 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	<b>Good</b>	Kitchen soap dispenser is broken loose from wall (repaired 7/29/20). Room 36 hole in ceiling tile (replaced 7/29/20).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	No repairs needed at the time of inspection.
<b>Electrical:</b> Electrical	<b>Good</b>	Electrical room cover is missing in ceiling (replaced 7/29/20).
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Fair</b>	Rooms 5, 14, 18, 2 girl’s RRs, & 1 boy’s RR DFs have high pressure (repaired 7/29/20). Rooms 9, 13, 15, 16, 17, 19, 27, 30, & 20 faucets have low flow (repaired 7/29/20). Room 22 DF leaking (repaired 7/29/20). One girl’s RR 2 toilets overflow when flushed (repaired 7/29/20).
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	No repairs needed at the time of inspection.
<b>Overall Rating:</b>	<b>Good 97.58%</b>	

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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.

#### 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
<b>ELA/Literacy</b>	42%	N/A	39%	N/A	50%	N/A
<b>Mathematics</b>	31%	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
	30%	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

#### Opportunity for 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 the 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

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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
<b>Suspensions</b>	1.3%	0.8%	3.4%	4.9%	3.5%	3.5%
<b>Expulsions</b>	0.0%	0.0%	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
<b>Suspensions</b>	0.7%	3.0%	N/A
<b>Expulsions</b>	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 that 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:** 9/30/20

**Date the plan was last reviewed with staff:** 8/5/20

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

### 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	2017-18			Avg. Class Size	2018-19			Avg. Class Size	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+
Kindergarten	18.0	8		19.0	5	1		20.0	5	1				
Grade 1	21.0	1	3	23.0			5	25.0			4			
Grade 2	24.0		4	21.0	1	3		27.0			4			
Grade 3	24.0		4	24.0		4		26.0			3			
Grade 4	27.0		3	28.0		3		25.0	1		2			
Grade 5	22.0	1	5	21.0	1	4		25.0	1		2			
Other								21.0	1		1			

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

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:**

During our school closure due to the pandemic there will be no visitors allowed on campus. Anyone who does need to enter the campus will be required to follow all appropriate pandemic related protocols.

### **Supervision of Grounds:**

THE ONTARIO CENTER SCHOOL employs seven 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 that 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 Principal, Teaching Vice Principal, the staff, parents, and students at **THE ONTARIO CENTER SCHOOL** are working together to maintain a high percentage of attendance.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Other SARC Information

#### Academic Counselors and Other Support Staff

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.

### 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	\$6,935	\$686	\$6,249	\$84,350
District			\$6,252	\$82,447
State			\$7,750	\$80,565
Percent Difference: School/District			(0%)	2%
Percent Difference: School/State			(19%)	5%

- **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
Title I	\$189,947
Restricted Lottery	\$63,207
ASES	\$1,500
<b>Total</b>	<b>\$270,906</b>

### 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 2018-2019 school year, the focus of Cucamonga School District Staff Development was in the areas of Professional Learning Communities and Common Core State Standards. Teachers were invited to participate in 5 release days of collaborative learning that focused on formative assessment strategies, technology integration, instructional

## SCHOOL ACCOUNTABILITY REPORT CARD

strategies, Common Core State Standards, Structured Teacher Planning Time, and building of content knowledge. Lesson study demonstrations and coaching were provided through three subject areas: ELA, Math, and NGSS. The foundation of the Positive Behavioral Intervention System (PBIS) was also continued upon through professional development.

### **About the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

**DataQuest:** DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

