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Grades K-5

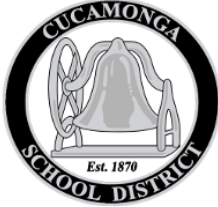
# Cucamonga Elementary School

## School Accountability Report Card

Reported Using Data from the 2018-19 School Year  
 Published During 2019-20

**Stu Schlappi, Principal**

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### Cucamonga School District

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### About This School

#### School's Mission Statement

Cucamonga Elementary School educating students with the tools of today for the world of tomorrow!

#### Principal's Message

The staff at Cucamonga Elementary 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 staff 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.

#### School Description

Cucamonga Elementary School was built in the 1950s and has gone through many modernization projects over the years. Currently, we have 20 regular education classroom teachers, a transitional kindergarten teacher, one Title I reading teacher, one English Language Learner Resource teacher, a Physical Education Specialist, and one teacher each trimester that offers art, music, and project-based learning. We offer Special Education services, provided by a Speech and Language pathologist, Gifted and Talented Education, English Language Development, three Specialized Academic Instructors, counseling services provided in a variety of ways, an Occupational Therapist, and two Psychologists. We also have a community liaison. Our facilities include a library and local area network MIS system throughout the school with one-to-one devices for students. We have both a cafeteria and multipurpose room that is utilized for students and families in a variety of ways. We have two Preschools, which serve approximately 100 preschool students.

### Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Kindergarten	105
Grade 1	82
Grade 2	96
Grade 3	77
Grade 4	74
Grade 5	81
<b>Total Enrollment</b>	<b>515</b>

Data source for student enrollment is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

### Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	12.4%
American Indian or Alaska Native	0.0%
Asian	3.9%
Filipino	2.7%
Hispanic or Latino	72.2%
Native Hawaiian or Pacific Islander	0.2%
White	6.8%
Two or More Races	1.7%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.0%
English Learners	19.4%
Students with Disabilities	10.3%
Foster Youth	1.2%
Homeless	3.5%

## SCHOOL ACCOUNTABILITY REPORT CARD

### **Staffing (2018-19)**

Cucamonga Elementary School is staffed with a Principal and a total of 29 teachers. There is a Title I teacher who oversees our reading program. There are three Specialized Academic Instructors, a Speech and Language pathologist, a Physical Education Specialist, and an ELD teacher. We share the services of a School Nurse, School Psychologist, 2 Counselors, and two computer technicians.

Other Employees include office staff, instructional assistants, speech assistant, health technician, library clerk, noon supervisors, custodial staff, and food services personnel.

### **Conditions of Learning**

#### **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority, 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### **Teacher Credentials**

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2017-18	2018-19	2019-20	2019-20
With Full Credential	26	26	23	110
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

### **Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2017-18	2018-19	2019-20
Misassignments of Teachers of EL	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

### **Special Programs**

**GATE Students**—All GATE students receive differentiated instruction within their general educational setting. The Gifted and Talented Education Program (GATE) also offers a pull-out program with after school classes during the second trimester provided by a certificated teacher.

**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.

### **After-School Programs**

Cucamonga Elementary School offers a variety of extracurricular, enrichment and remedial programs. All programs are designed and developed based on student need and available funding.

- Extracurricular activities include intramural sports.
- Think Together
- Art
- Choir
- Theatre
- Drill Team/dance
- STEM
- Lego Education
- Crazy 8 Math
- Technology

### **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
- 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

### **Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2019-20)**

All students are afforded Standards-based quality textbooks and materials. Funds are available for the purchase of consumable texts, additional books, technology support materials, and updates as needed. All students have access to our school library where resources are available to support and augment the school program.

Materials such as math manipulatives, core literature, and leveled reading books are also utilized in the instructional program. In addition to the regular core program, our Special Education program is using READ 180, as well as a variety of supplemental research-based intervention programs. All classrooms have access to an LCD Projector, DVD Player, document camera, TV, computer, and the internet.

The Board of Trustees has formally adopted the State recommended content standards for Reading/Language Arts, Mathematics, History/Social Science, Science, and English Language Development. Teachers and parents are provided with a listing of grade-level specific content standards. Standards-aligned and state-adopted instructional materials are provided for all students in all these content areas. These materials are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. Supplemental instructional materials to support the transition to the Common Core State Standards have been purchased for all grade levels. Professional development, assessment and program monitoring are provided to ensure teachers are effectively using the adopted content standards to guide instruction and to improve student achievement.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding the sufficiency of textbooks and instructional materials for fiscal year 2019-2020 pursuant to Education Code Section 60119 and 60422(b) was done on September 26, 2019 at a Regular Board Meeting . All students, including English Learners have been provided a textbook or instructional material to use in class and take home.

Core Curriculum Area	Textbooks, 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) <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) <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

### Computers

We have 1-1 devices available for student use. Depending on the grade assignments, student are either issued an iPad or a tablet. There are 35 classrooms connected to the Internet. All classrooms have LCD projectors. All computers have Internet access, and each classroom can access all software via our all-school network. Our district computer technicians and district technology coach assist the teachers and staff. Also, we have a site technology coordinator and site technology, coach.

### School Facilities

#### School Facility Conditions and Planned Improvements

Cucamonga Elementary School was opened in 1957. The facility had a complete re-modernization project which was completed in 2014. All classrooms were completely renovated with new state of the art furniture and equipment. The student bathrooms have been upgraded. There exists a full-size remodeled cafeteria with a stage, kitchen, and multipurpose room. The sports fields have been renovated and are well maintained by our District Maintenance Department, which serves as our playground as well as a community sports area. Also, we have a Learning Center on the east side of our campus. More recently our North basketball court was remodeled, as well as all our play areas and all parking lot facilities.

The Cucamonga Elementary School facility promotes teaching and learning. Every classroom has adequate space, and all the materials needed to ensure student success. The play space is very ample. It consists of spacious concrete surfaces as well as an over-sized field. Students have several choices on the

playground, including softball, basketball, kickball, and jungle gyms. Different age level appropriate equipment, such as swings, track, tetherball, hopscotch and a variety of concrete games are available for students.

Teachers and staff have a workroom that houses all the equipment needed to facilitate school learning (copy machines, fax machines, paper cutters, die cutters work table, office equipment, and supplies).

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.

#### 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.

### School Facility Good Repair Status (School Year 2019-20)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the inspection which took place on **August 2, 2019**. Since that time, conditions may have changed as repairs needed have been addressed through the district's work order system, and have either been completed or are currently a work in progress depending upon the size of the project.

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>Fair</b>	Three rooms replace formica trim & one room cord conduit missing on countertop (repaired 8/23/2019).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	Four rooms unsecured items stored too high (estimated completion date August 31, 2019).
<b>Electrical:</b> Electrical	<b>Good</b>	One room outlet covers broken (replaced on 8/6/2019). Men's restroom hand dryer inoperable (repaired 8/7/2019). One room light panel out (Repaired 8/7/2019). One room ethernet cover loose (tightened down 8/7/2019). One room light diffuser missing & one room can light is out (repaired 8/23/2019).
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Main office area and other rooms have faucets with low water pressure (repaired 8/23/19). Faucet leaks in one room (repaired 8/7/2019). One drinking fountain handle broken (repaired 8/7/2019).
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	Paint is peeling on exterior wall. Fire extinguisher tag is outdated and the extinguisher is not mounted (8/7/2019).
<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 95.48%</b>	

## SCHOOL ACCOUNTABILITY REPORT CARD

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

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The most recent inspection took place on August 2, 2019.

### Pupil Outcomes

#### State Priority: Pupil Achievement

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	
	2107-18	2018-19	2107-18	2018-19	2107-18	2018-19
ELA/Literacy	32%	43%	41%	39%	50%	48%
Mathematics	26%	27%	28%	25%	38%	37%

**Note:** Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Note:** ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group, Grades Three through Five (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students	235	230	97.87%	--	43.04%
Male	134	131	97.76%	--	38.93%
Female	101	99	98.02%	--	48.48%
Black or African American	26	26	100.00%	--	42.31%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	178	173	97.19%	--	38.73%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00%	--	78.57%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	189	186	98.41%	--	40.86%
English Learners	68	66	97.06%	--	43.94%
Students with Disabilities	28	27	96.43%	--	7.41%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

**Note:** CAASPP test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**Note:** Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## SCHOOL ACCOUNTABILITY REPORT CARD

### CAASPP Test Results in Mathematics by Student Group, Grades Three through Five (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	235	230	97.87%	--	26.96%
Male	134	131	97.76%	--	26.72%
Female	101	99	98.02%	--	27.27%
Black or African American	26	26	100.00%	--	26.92%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	178	173	97.19%	--	23.70%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00%	--	50.00%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	189	186	98.41%	--	26.34%
English Learners	68	66	97.06%	--	30.30%
Students with Disabilities	28	27	96.43%	--	3.70%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

**Note:** Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Note:** The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### 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.

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

Subject	School		District		State	
	2107-18	2018-19	2107-18	2018-19	2107-18	2018-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

**Note:** This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

#### California Physical Fitness Test Results (2018-19)

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
5	11.0%	13.4%	41.5%

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](#).

#### Engagement

##### State Priority: Parental Involvement

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

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### Opportunities for Parental Involvement

**Contact Person:** Stu Schlappi - Principal

**Phone Number:** (909) 980-1318

Parents are an integral part of student success. Studies show that when parents participate in their children's education, their children do better to assist teachers with the school. The coordinator of our Title I Program works hard to recruit volunteers, as does our whole staff. Parents are also active in monitoring student homework and working collaboratively with teachers to improve the quality of their children's education. We believe that parent involvement is a necessary component in making the vision of our school plan work. If you would like to volunteer at the 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 Meetings, and a variety of other services and opportunities. Please check our school calendar for a schedule of planned events. We also have a Community Liaison on staff who is available to help assist with community resources and needs. Parent Education classes to assist parents in helping their students in reading, math, and technology will be offered.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school, district, and state for the most recent three-year period.

	School		
	2016-17	2017-18	2018-18
Suspensions	1.1%	1.3%	1.7%
Expulsions	0.0%	0.0%	0.0%
	District		
Suspensions	4.4%	3.4%	4.9%
Expulsions	0.0%	0.2%	0.2%
	State		
Suspensions	3.7%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

### School Safety

#### SB187 Safety Plan

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

**Date the plan was last reviewed with staff: 10/23/2019**

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of

dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

To ensure a safe and orderly environment for all students, safety and disaster preparedness plans are in place. School rules are firmly and fairly enforced. Our staff is constantly on the alert to ensure that our school is a safe place for students.

### Discipline

Our goal is to create a productive learning environment for our students. To do this, we must have clear expectations and fair consequences. The use of Character Counts has been implemented schoolwide along with PBIS (Positive behavior intervention supports) protocols. Cucamonga Cubs are TRRFC (trustworthy, respectful, responsible, fair, caring) citizens. Students can earn TRRFC tickets, have access to the student store, and can earn extra recess and lunch with the principal. Behavior which is disruptive or which hurts others will not be tolerated. Reteaching occurs to redirect behavior warning character violations, and a discipline referral process is followed by all staff.

### Attendance

Research shows that school achievement correlates highly with school attendance. 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. Lost days mean that schools receive less money, which results in reduced services to the students. The staff, parents, and students at Cucamonga Elementary School are working together to maintain a high percentage of attendance. Students may attend Saturday school for attendance makeup.

### Other SARC Information

#### Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Library Media Services Staff (technician)	1.00
Psychologist	0.50
Nurse	0.25
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other (Teacher on Assignment & Bilingual Resource Teacher)	1.50

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2016-17			Avg. Class Size	2017-18			Avg. Class Size	2018-19					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
Kindergarten	19.0	5	1	19.0	4	2		18.0	5					
Grade 1	19.0	1	4	24.0		4		19.0	4					
Grade 2	26.0		3	20.0	3	1		23.0		4				
Grade 3	26.0	1	3	21.0	1	3		25.0		3				
Grade 4	26.0		3	28.0		3		24.0		3				
Grade 5	28.0		3	28.0		3		27.0		3				
Other	10.0	1		0.0				11.0	1					

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

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$6,505	\$1,000	\$5,505	\$72,652
District			\$6,067	\$80,532
State			\$7,507	\$77,619
Percent Difference: School/District			(9%)	(10%)
Percent Difference: School/State			(27%)	(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 2018-19)

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

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

### Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,869	\$49,378
Mid-Range Teacher Salary	\$77,180	\$77,190
Highest Teacher Salary	\$97,456	\$96,607
Average Principal Salary (Elementary)	\$117,553	\$122,074
Average Principal Salary (Middle)	\$120,950	\$126,560
Superintendent Salary	\$168,758	\$189,346
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	6%	6%



## SCHOOL ACCOUNTABILITY REPORT CARD

### Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Continuous growth and refinement of our skills to help students be successful is the single most important thing we can do to improve the achievement levels of all students. Cucamonga School District is committed to providing quality professional development opportunities for all employees certificated and classified, so this can happen. We provide professional development that is part of a comprehensive effort to ensure high levels of learning.

During the 2018-2019 school year, the focus of Cucamonga School District Staff Development was in the areas of Professional Learning Communities and Common Core State Standards. Teachers were invited to participate in 5 release days of collaborative learning that focused on formative assessment strategies, technology integration, instructional strategies, Common Core State Standards, Structured Teacher Planning Time, and building of content knowledge. Lesson study demonstrations and coaching were provided through three subject areas: ELA, Math, and NGSS. The foundation of the Positive Behavioral Intervention System (PBIS) was also continued upon through professional development.

### About the SARC

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

specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### DataQuest

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

### Internet Access

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

