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CDS Code  
36676946035760

Grades K-5

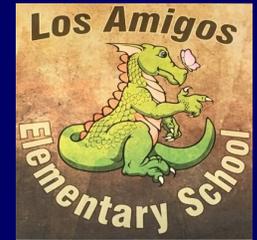
# Los Amigos Elementary School

## 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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(909) 987-8942  
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### About This School

#### School's Mission Statement

Los Amigos School is dedicated to empowering the whole child through creative well balanced instruction.

#### Principal's Message

Los Amigos means "the friends," and we are committed to partnering with our parents and community in creating a friendly, caring school. As a staff, we continually develop ways to improve the academic learning opportunities for every student. We analyze test scores, develop instructional strategies, and work on ways to refine the curriculum. Each teacher is prepared in teaching all subjects in an interesting and motivating way. They are committed and dedicated to providing every child with a quality education. The school provides the environment and the opportunity to learn, and the parents provide the encouragement and support necessary to take advantage of these learning opportunities.

Research shows that the most important variable in a child's success in school is the parents' involvement in the child's education. Parents are a child's first and best teacher and set the tone for lifelong success by the values taught in the home:

- The value of wanting to learn what is being taught
- The self-discipline to practice it over and over again to know it
- The guidance to always do their best work
- The attitude that if at first, you don't succeed, try, try, try again
- The belief that their education is a priority in their life
- Being organized, and neat in their work
- Being a responsible worker

Our parent community is supportive of the school, and we work hand in hand to create an environment that sets high standards of achievement and nurtures the learner within.

#### School Description

Los Amigos School, located in the southwestern portion of the City of Rancho Cucamonga, is one of four schools in the Cucamonga School District. Los Amigos serves approximately 530 students from a State Preschool through 5th grade.



## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2017-18)

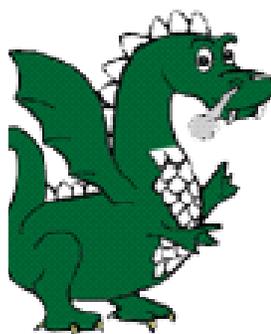
This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Kindergarten	122
Grade 1	85
Grade 2	66
Grade 3	69
Grade 4	101
Grade 5	83
<b>Total Enrollment</b>	<b>526</b>

### 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.

Student Group	Percent of Total Enrollment
Black or African American	8.2%
American Indian or Alaska Native	0.4%
Asian	2.7%
Filipino	1.5%
Hispanic or Latino	81.9%
Native Hawaiian or Pacific Islander	0.2%
White	5.1%
Two or More Races	0.0%
Student Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.9%
English Learners	22.6%
Students with Disabilities	7.0%
Foster Youth	1.0%



### 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	24	25	26	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

**Gifted and Talented Students**—are identified twice a year. GATE students are clustered, and teachers differentiate instruction in the classroom to meet their needs. An afterschool program and several field trips emphasize science for the identified GATE students.

**At-Risk Students**—reidentified using multiple measures and are served in several ways. The Title I program works with each grade level to provide 30-45 minutes a day where the students are ability grouped to receive remedial or enriched instruction from the grade level teachers, the RSP teacher, and the Title I staff.

**English-Language Learners**—are identified on the CELDT test each fall. Students receive 30 minutes of ELD instruction with the classroom teacher. Students who do not meet their targeted growth work in a remedial program with an intervention teacher.

**Students with Disabilities**—are identified and served by an RSP teacher, an SDC teacher, and instructional assistants who work on their individual areas of need to meet their IEP goals.

## 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
<b>Reading/Language Arts English Language Development</b>	National Geographic Reach National Geographic	2017	Yes	0%
<b>Mathematics</b>	Houghton Mifflin "California Math"	2009	Yes	0%
<b>Science</b>	Pearson Scott-Foresman "California Science"	2008	Yes	0%
<b>History-Social Science</b>	Pearson Scott-Foresman "History-Social Science for California"	2006	Yes	0%

### After-School Programs

- Los Amigos works with our teachers to provide after school enrichment classes for Kindergarten – 5<sup>th</sup>-grade students including Glee, Sports, Technology, Coding, Community Service, Photography, and Theater.
- Los Amigos works with our teachers to provide after school intervention classes for 1st – 5<sup>th</sup>-grade students that focus on various foundational skills in both language arts and math.
- The Think Together Program provides after school instruction, enrichment, and physical fitness five days a week for grades K-5.
- Peer Tutoring—During class time some students are teamed with a classroom buddy who tutors and coaches them when it is needed.

### Technology

Every kindergarten through second grade student has an assigned iPad tablet and every third through fifth grade student has an assigned Surface Pro tablet that is used for daily instruction in their classrooms. All devices are connected to the internet for research and information.

Classrooms are equipped with PC computers, laptops, printers, document cameras, and projectors. The school is on a network via a server. All classrooms have access to the Internet. The access is screened through a firewall system monitored by the San Bernardino County Superintendent of Schools. All students and employees who use computers are required to sign Internet Use Agreements. Students go through training on Internet use and etiquette from our District Technology Coach.

## SCHOOL ACCOUNTABILITY REPORT CARD

### School Facilities

#### School Facility Conditions and Planned Improvements

Los Amigos Elementary School opened July 1, 1980. The multipurpose room, playground, and front office remodel began in 2011-2012 with a completion date of December 2012. The next phase began in January of 2013, which included replacing 14 existing portable classrooms with 14 permanent classrooms. The parking lots and surrounding landscaping was also updated. The completion date was August 2014.

Every teacher has adequate classroom space. The playground has been upgraded with new concrete and has a large area for tetherball, basketball, four-square, and handball. The grass area is large enough for kickball, soccer and playing catch. Our equipment is supported by wood chips that cushion a slide, swings, and hanging bars. The staff lounge is located upstairs where teachers have space to eat. The workroom is stocked with a copier, laminator, cutting boards, and a dye cut machine.

### Cleaning Process and Schedule

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

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

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The most recent inspection took place on June 21, 2018.

#### 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.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned		
	Good	Fair	Poor			
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer <b>Interior:</b> Interior Surfaces  <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation <b>Electrical:</b> Electrical  <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains  <b>Safety:</b> Fire Safety, Hazardous Materials  <b>Structural:</b> Structural Damage, Roofs <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X   X   X   X	X   X   X	X   X   X   X	No repairs needed at the time of inspection.  More than one room damaged ceiling tiles. More than one room carpet is damaged. More than one room formica trim is chipping on counter top. Deficiencies repaired. All repairs were completed between July 19 and July 30, 2018.  One room has a strong odor. One room unsecured items stored too high.  More than one room lights out. More than one room light diffuser missing. One room phone jack cover missing. One room cord conduit missing. Deficiencies repaired. All repairs/replacements were completed between July 18 and August 2, 2018.  More than one room faucet needs adjustment. Several toilets leaking. More than one drinking fountain broken handle. One drinking fountain water flows into the mouth guard. One drinking fountain needs adjustment. More than one room faucet handles broken. All repairs were completed between July 18 and July 30, 2018..  One room improperly stored cleaning supplies.  No repairs needed at the time of inspection.  One room door lock needs adjustment. One room skid paint is peeling on ramp. One door has a burn mark.		
Overall Rating	Exemplary			Good	Fair	Poor
				93.11%		

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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	
	2016-17	2017-18	2016-17	2107-18	2016-17	2107-18
<b>ELA/Literacy</b>	30%	37%	39%	41%	48%	50%
<b>Mathematics</b>	18%	26%	25%	28%	37%	38%

**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.

#### 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	257	250	97.28%	37.20%
Male	138	135	97.83%	35.56%
Female	119	115	96.64%	39.13%
Black or African American	28	25	89.29%	36.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	197	194	98.48%	36.60%
Native Hawaiian or Pacific Islander	--	--	--	
White	19	18	94.74%	44.44%
Two or More Races				
Socioeconomically Disadvantaged	209	202	96.65%	32.67%
English Learners	68	65	95.59%	35.38%
Students with Disabilities	38	36	94.74%	8.33%
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

### 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	257	253	98.44%	26.48%
Male	138	137	99.28%	26.28%
Female	119	116	97.48%	26.72%
Black or African American	28	25	89.29%	32.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	197	197	100.00%	23.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	19	18	94.74%	50.00%
Two or More Races				
Socioeconomically Disadvantaged	209	205	98.09%	22.93%
English Learners	68	68	100.00%	29.41%
Students with Disabilities	38	36	94.74%	2.78%
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.

### 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	17.1%	22.0%	13.4%

#### Engagement

##### State Priority: Parental Involvement

**Contact Person:** Our Parent Liaison, Valeria Aguilera; ELAC, Silvia Elvis; SSC, Victoria Rigney

**Phone Number:** (909) 982-8387

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 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. Our parents help teach dancing in after school programs to give students increased opportunities.

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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	1.6%	1.1%	1.4%
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. Los Amigos supports the implementation of PBIS. Second Step curriculum and Common-Sense Media are used in all grades.

#### School Safety

##### SB187 Safety Plan

Date the plan was last updated: August 2018

Date the plan was last reviewed with staff: October 12, 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.

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. The safety and cleanliness of school facilities at Los Amigos Elementary School are of critical importance. Our staff is constantly on the alert to ensure that our school is a safe place for students. A committee walks the campus for a safety inspection once a month. Students are encouraged to keep the campus clean.

#### Attendance

Research shows that school achievement correlates highly with school attendance. Lost days mean that students miss out on learning and 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 recognition at assemblies, certificates, our Attendance Recovery Saturday Program, the Student Attendance Review Team and the County Student Attendance Review Board. The staff, parents and students at Los Amigos Elementary 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 FTEs* Assigned to the 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 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	2015-16			Avg. Class Size	2016-17			Avg. Class Size	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	19.0	4	1	19.0	5	1		20.0	5	1				
Grade 1	25.0		3	23.0		3		28.0		3				
Grade 2	26.0		3	24.0		3		22.0		3				
Grade 3	25.0		3	28.0		3		23.0		3				
Grade 4	30.0		3	28.0		3		26.0		3				
Grade 5	26.0	1	3	26.0	1	3		21.0	2	3				

\*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	\$6,534	\$777	\$5,757	\$82,592
District			\$5,744	\$79,942
State			\$7,125	\$76,046
Percent Difference: School/District			(0%)	3%
Percent Difference: School/State			(19%)	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>.

### 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	\$220,796
ASES	\$1,500
Restricted Lottery	\$24,052
<b>Total</b>	<b>\$246,348</b>

### 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%

## SCHOOL ACCOUNTABILITY REPORT CARD

### **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.

