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36676946097646

Grades 6-8

Rancho Cucamonga Middle School

School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19
Bruce LaVallee, Principal
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Cucamonga School District

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About This School

School's Mission Statement
Rancho Cucamonga Middle School Community will empower students to achieve academic excellence and social responsibility using proven methods for successful results.

Principal's Message
Welcome to Rancho Cucamonga Middle School, home of the Lions! Our school colors are Black & Gold and our school motto is "Knowledge is Power."

Your middle school years will be exciting, challenging, and productive. RCMS teachers are committed to assisting you in achieving academic excellence and social responsibility while attending Rancho Cucamonga Middle School. We look forward to making this statement a reality, and I invite you to make it your vision as well. By working together, we can build wonderful success stories and prepare our students for high school and beyond.

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

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
Grade 6	267
Grade 7	230
Grade 8	265
Total Enrollment	762

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.

Student Group	Percent of Total Enrollment
Black or African American	14.4%
American Indian or Alaska Native	0.3%
Asian	3.1%
Filipino	3.1%
Hispanic or Latino	69.0%
Native Hawaiian or Pacific Islander	0.1%
White	7.3%
Two or More Races	2.5%
Other	0.2%
Student Group	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	74.3%
English Learners	8.1%
Students with Disabilities	15.6%
Foster Youth	1.4%

TITLE 1 ACADEMIC ACHIEVEMENT AWARD SCHOOL
CALIFORNIA DEPARTMENT OF EDUCATION ★ ★ ★ ★ ★

SCHOOL ACCOUNTABILITY REPORT CARD

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

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

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

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of textbooks and instructional materials for fiscal year 2018-19 pursuant to Education Code Section 60119 and 60422(b) was done on September 27, 2018 at a Regular Board Meeting. All students, including English Learners have been provided a textbook or instructional material to use in class and take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts English Language Development	Amplify ELA+ELD: California Edition Amplify	2017	Yes	0%
Mathematics	Pearson & Holt, Rinehart & Winston	2009	Yes	0%
Science	Pearson Prentice Hall	2006	Yes	0%
History-Social Science	Pearson Prentice Hall	2008	Yes	0%

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	35	35	35	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).

Technology

All classrooms have access to the Internet. The access is screened through a firewall system monitored by the San Bernardino County Superintendent of Schools. All students and employees who use computers are required to sign Internet Use Agreements. We currently offer a 1:1 computer device program for students who attend Rancho Cucamonga Middle School.

SCHOOL ACCOUNTABILITY REPORT CARD

School Facilities

School Facility Conditions and Planned Improvements

Rancho Cucamonga Middle School is situated on approximately 14.68 acres near the intersection of Hermosa Avenue and Feron Boulevard in Rancho Cucamonga, California. The facility was built in 1977 and remodeled in 1990 to include an additional two-story wing with 20 classrooms and a library media center. The original wing was remodeled during the 2009-2010 which included renovating the office, updating classrooms and adding a computer lab and two classrooms. There is a computer lab in B Wing equipped with 35 Apple Computers with Internet capability. In 2003 a 20,000 square foot athletic complex was completed, including a gymnasium, two locker rooms, and a stage. In 2016 we renovated half of our play field, long jump pit, added a 100-meter track, and a Physical Education storage building.

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 July 17, 2017.

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 22, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
Interior: Interior Surfaces			X	Several rooms ceiling tiles are damaged. More than one room carpet is torn and lifting. One room paint is peeling on the floor. More than one room formica trim is chipping. One room drawer is missing. One room pencil sharpener cover is missing. One room water damage to wall. More than one room paint is peeling on the ceiling and wall. More than one room threshold trim is missing. One room hole in the wall. One room floor tiles are broken. Repairs completed during the month of July 2018.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			One restroom has a urine odor.
Electrical: Electrical		X		Several rooms lights are out. One room phone jack cover is missing. One room ethernet box cover is loose. More than one room light diffusers are missing. Elevator door opens without pushing button. One room surge protectors are daisy chained. One room cord is creating a trip hazard. One room outlet cover is missing. Repairs completed during the month of July 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		More than one room faucet needs adjustment. One drinking fountain handle is broken. More than one drinking fountain needs adjustment. One room sink vibrates. Repairs completed during the month of July 2018.
Safety: Fire Safety, Hazardous Materials	X			One room plug in air freshener. Peeling paint on the restroom door.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trip hazard on one walkway.

Overall Rating	Exemplary	Good	Fair	Poor
		91.27%		

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Assessment Results—Test Results in Mathematics by Student Groups, Grades 6-8 (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	756	740	97.88%	27.74%
Male	385	376	97.66%	27.47%
Female	371	364	98.11%	28.02%
Black or African American	108	104	96.30%	21.15%
American Indian or Alaska Native	--	--	--	
Asian	24	24	100.00%	54.17%
Filipino	24	24	100.00%	66.67%
Hispanic or Latino	525	516	98.29%	25.44%
Native Hawaiian or Pacific Islander	--	--	--	
White	55	54	98.18%	29.63%
Two or More Races	17	16	94.12%	37.50%
Socioeconomically Disadvantaged	574	563	98.08%	22.95%
English Learners	233	231	99.14%	18.61%
Students with Disabilities	117	116	99.15%	5.17%
Students Receiving Migrant Education Services				
Foster Youth	16	16	100.00%	18.75%

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
7	24.7%	23.8%	29.1%

Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	12.1%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

SCHOOL ACCOUNTABILITY REPORT CARD

Engagement

State Priority: Parental Involvement

Contact Person:	Bruce LaVallee, Principal
Phone Number:	(909) 980-0969

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

State Priority: School Climate

Student Support Services

The Reach Out West End counseling services are made available three times a week to students who have emergency psychological needs and to those students who need special group classes targeting anger management, divorce, death and social skills. Also, the district psychologist is available to support students when needed. Research shows that school achievement correlates highly with school attendance. Lost days mean that schools receive less money, which results in reduced services to the students. Attendance is closely monitored. Programs, which reward good attendance and remediate poor attendance, include the Student Attendance Review Team and the County Student Attendance Review Board. The staff, parents, and students at Rancho Cucamonga Middle School, are working together to maintain a high percentage of attendance. Our current attendance rate is 96%.

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

If a student is At-Risk or an English language learner, we offer an extended learning period to assist in meeting their needs. Students with disabilities are provided access to the core curriculum and are provided a learning environment that is conducive to meeting their individual needs. Teachers offer before school, after school tutoring, and academic classes on Saturdays to meet the needs of our students on a regular basis. Teachers employ peer tutoring as a strategy to help students within their classrooms. We offer a dance club, study hall, and tutoring several days a week.

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

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.

School Safety

SB187 Safety Plan

Date the plan was last updated: Annually

Date the plan was last reviewed with staff: Annually

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

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

Rancho Cucamonga Middle School and the Rancho Cucamonga Police Department have a close relationship and make use of a school resource officer. The officer takes part in our discipline assembly by speaking to the students. The officer also cites the students in juvenile traffic court when their behavior warrants the citation.

We have a closed campus with before and after school supervision. All visitors are required to check in and out with the front office before visiting classrooms or leaving. All staff members are visible during passing periods and many spend time outside during lunch.

SCHOOL ACCOUNTABILITY REPORT CARD

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	3.1%	10.8%	8.3%
Expulsions	0.0%	0.0%	0.6%
	District		
Suspensions	1.4%	4.4%	3.4%
Expulsions	0.0%	0.0%	0.2%
	State		
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

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	Average Number of Students per Academic Counselor
Academic Counselor	1.00	762
Psychologist	0.50	
Library Media Services Staff (paraprofessional)	1.00	
Nurse	0.25	
Speech/Language/ Hearing Specialist	1.00	
Resource Specialist (non-teaching)	3.00	
Other (Teacher on Assignment & Bilingual Resource Teacher)	1.50	

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

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

	Expenditures Per Pupil			Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$7,473	$1,024	$6,449	$82,060
District			$5,744	$79,942
State			$7,125	$76,046
Percent Difference: School/District			(12%)	3%
Percent Difference: School/State			(9%)	8%

- **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**.

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	15	8	5	20.0	19	15	3	20.0	18	17	1
Mathematics	25.0	6	11	3	23.0	10	16	2	25.0	7	15	2
Science	26.0	5	11	4	25.0	5	12	5	25.0	7	12	2
Social Science	24.0	7	9	5	25.0	6	14	2	24.0	6	12	4

*Number of classes indicates how many classes fall into each size category (a range of total students per class). At the secondary school level, this information is reported by subject area rather than grade level.

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
ASES	$1,500
Restricted Lottery	$34,657
Total	$36,157

Teacher & Administrative Salaries (Fiscal Year 2016-17)

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,869	$48,064
Mid-Range Teacher Salary	$77,180	$75,417
Highest Teacher Salary	$97,456	$94,006
Average Principal Salary (Elementary)	$116,487	$119,037
Average Principal Salary (Middle)	$120,950	$123,140
Superintendent Salary	$168,758	$183,692
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	6%	6%

Professional Development

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

During the 2017-2018 school year, the focus of Cucamonga School District Staff Development was in the areas of Professional Learning Communities and Common Core State Standards. Teachers were invited to participate in 5 release days of collaborative learning that focused on formative assessment strategies, technology integration, instructional strategies, Common Core State Standards, Structured Teacher Planning Time, and building of content knowledge. Lesson study demonstrations and coaching were provided through three subject areas: ELA, Math, and NGSS. The foundation of Positive Behavioral Intervention System (PBIS) was also continued upon through professional development.

About the SARC

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

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

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

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