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Grades TK-5

Los Amigos Elementary School
School Accountability Report Card
Reported Using Data from the 2020-21 School Year
Published During 2021-22
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About This School

Mission Statement

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

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 600 students from a State Preschool through 5th grade.

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 academic learning opportunities for every student. We analyze test scores, develop instructional strategies, and work on refining the curriculum. Each teacher is prepared to teach all subjects in an interesting and motivating way. They are committed to providing every child with a quality, 21st-century education. Together, the school and the parents provide the environment, the opportunity to learn, encouragement, and support necessary to take advantage of these learning opportunities.

Research shows that the most crucial 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 repeatedly 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 citizen

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 ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2020-21)

Grade Level	Enrollment
Kindergarten	111
Grade 1	89
Grade 2	95
Grade 3	104
Grade 4	105
Grade 5	79
Total Enrollment	583

Student Enrollment by Subgroup (2020-21)

Student Group	Percent of Total Enrollment
Female	51.3%
Male	48.7%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	3.1%
Black or African American	7.7%
Filipino	0.9%
Hispanic or Latino	81.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.9%
White	5.5%
English Learners	14.2%
Foster Youth	0.3%
Homeless	3.4%
Migrant	0.0%
Socioeconomically Disadvantage	73.7%
Students with Disabilities	7.5%

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA (2020-2021))

Authorization/Assignment	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials Assigned Out-of-Field (considered “out-of-field” under ESSA (2020-2021))

Authorization/Assignment	Number
Credentialed Teachers Authorized on Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments (2020-2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.9	96.6%	113.0	91.5%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0%	5.2	4.2%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	1.0	3.4%	5.2	4.2%	18,854.3	6.9%
Total Teaching Positions	28.9	100.0%	123.6	100.0%	274,759.1	100.0%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2021-22)

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 2021-2022 pursuant to Education Code Section 60119 and 60422(b) was done on **September 23, 2021** at a Regular Board Meeting.

Core Curriculum Area	Textbooks, Instructional Materials, Year of Adoption Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 *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.
Science	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) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 *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.
History-Social Science	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) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 *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.
Visual and Performing Arts	The teacher provides the Visual and Performing Arts program; therefore, sufficiency information is not available.

SCHOOL ACCOUNTABILITY REPORT CARD

Specialized Services

GATE Students: are identified twice a year. GATE students are clustered, and teachers differentiate instruction in the classroom to meet their needs. An after-school program and field trips emphasize a STEAM focus for the identified GATE students.

At-Risk Students: are identified using multiple measures and are served in several ways. The Title I program works with each grade level. Students are provided 30-45 minutes of instruction four days a week. During this time, the students receive remedial or enriched instruction from the grade level teachers, the RSP teacher, instructional assistants, intervention teachers, and the Title I staff.

English-Language Learners: English language learners are identified on the ELPAC test each year. Students receive 30 minutes of ELD instruction with the classroom teacher. Students who do not meet their targeted growth work with an intervention teacher and instructional aides in a remedial program.

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

After-School Programs:

- Los Amigos works with our teachers and our city to provide after-school enrichment classes for kindergarten – 5th-grade students, including Cooking, Social-Emotional Support, Sports, Technology, Coding, Podcasts, Community Service, Photography, History, and Theater.
- Los Amigos works with our teachers to provide after-school intervention classes for 1st – 5th-grade students, focusing on various foundational skills in language arts and math.
- The Think Together Program provides after-school instruction, enrichment, and physical fitness five days a week for grades K-5.

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 used for daily instruction in their classrooms. All devices are connected to the internet for research and information. The internet access is screened through a firewall system monitored by the San Bernardino County Superintendent of Schools. Classrooms are equipped with PCs, laptops, printers, document cameras, and projectors. All students and employees who use computers must sign Internet Use Agreements. In addition, students go through technology use and etiquette training from our site Technology Coach and their classroom teacher.

School Facilities

School Facility Good Repair Status (School Year 2021-22)

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on **September 20, 2021**. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Exhaust fan is inoperable in two RRs (replaced 10/4/2021).
Interior: Interior Surfaces	Good	Ceiling tiles need to be replaced in more than one room. Sink countertop water damaged in one room (repaired 1/6/2022).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Dead bugs on floor in hallway. Ants present in one room. (Insect issues resolved 10/8/2021).
Electrical: Electrical	Fair	Light out in lobby area & MPR (replaced 10/7/2021). Light panel out in library (replaced 10/6/2021). Light panels out in more than one room (10/8/2021). Extension cords daisy chained in one room (removed 10/4/2021). Extension cord is being permanently used in one room. (removed 10/8/2021).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Faucets need adjustment in more than one room (repair completed 10/4/2021). Stall is out order in one RR (repaired on 10/4/2021).
Safety: Fire Safety, Hazardous Materials	Good	Emergency exit light is broken in computer lab (replaced 10/7/2021). Access to fire extinguisher blocked in one room (corrected 10/4/2021). Plug in candle warmer in one room (removed 10/8/2021). Evacuation map not posted in one room (posted 10/8/2021).
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door closer cover is missing in one room (replaced 10/4/2021). Door lock needs adjustment in one room (repaired 10/4/2021). Ramp has paint chipping outside boys RR (scheduled to be repaired during spring break).
Overall Rating:	Good 95.1%	

SCHOOL ACCOUNTABILITY REPORT CARD

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 started in January 2013, which included replacing 14 existing portable classrooms with 14 permanent classrooms. In addition, the parking lots and surrounding landscaping were 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 tetherball, basketball, four-square, and handball area. 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 staff has space to eat. The workroom is stocked with copiers, laminators, 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 September 20, 2021.

Pupil Outcomes

State Priority: Pupil Achievement

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.

2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020–2021 School Year Only

- Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** 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.

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
ELA/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	296	N/T	N/T	N/T	N/T
Female	155	N/T	N/T	N/T	N/T
Male	141	N/T	N/T	N/T	N/T
American Indian or Alaska Native	—	N/T	N/T	N/T	N/T
Asian	—	N/T	N/T	N/T	N/T
Black or African American	31	N/T	N/T	N/T	N/T
Filipino	—	N/T	N/T	N/T	N/T
Hispanic or Latino	239	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	—	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	14	N/T	N/T	N/T	N/T
English Learners	46	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless	—	N/T	N/T	N/T	N/T
Military	—	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	223	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	—	N/T	N/T	N/T	N/T
Students with Disabilities	29	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.



SCHOOL ACCOUNTABILITY REPORT CARD
CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	296	N/T	N/T	N/T	N/T
Female	155	N/T	N/T	N/T	N/T
Male	141	N/T	N/T	N/T	N/T
American Indian or Alaska Native	—	N/T	N/T	N/T	N/T
Asian	—	N/T	N/T	N/T	N/T
Black or African American	31	N/T	N/T	N/T	N/T
Filipino	—	N/T	N/T	N/T	N/T
Hispanic or Latino	239	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	—	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	14	N/T	N/T	N/T	N/T
English Learners	46	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless	—	N/T	N/T	N/T	N/T
Military	—	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	223	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	—	N/T	N/T	N/T	N/T
Students with Disabilities	29	N/T	N/T	N/T	N/T

School-Level Local Assessment Test Results in ELA by Student Group: Interim Assessment (ICA) G3-4-Grades three through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent at or Above Grade Level
All Students	288	281	97.5%	2.5%	26.0%
Female	149	149	100.0%	0.0%	23.0%
Male	139	132	95.0%	5.0%	17.0%
Black or African American	26	24	92.0%	8.0%	12.0%
Hispanic or Latino	237	191	81.0%	19.0%	14.0%
White	13	12	92.0%	8.0%	42.0%
English Learners	46	41	89.0%	11.0%	5.0%
Socioeconomically Disadvantaged	46	45	98.0%	2.0%	22.0%
Students with Disabilities	27	21	78.0%	22.0%	0.0%

School-Level Local Assessment Test Results in Mathematics by Student Group: Interim Assessment (ICA) G3-4-Grades three through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent at or Above Grade Level
All Students	288	282	97.9%	2.1%	18.0%
Female	149	148	99.0%	1.0%	13.0%
Male	139	134	96.0%	4.0%	18.0%
Black or African American	26	26	100.0%	0.0%	4.0%
Hispanic or Latino	237	191	81.0%	19.0%	12.0%
White	13	12	92.0%	8.0%	25.0%
English Learners	46	41	90.0%	10.0%	12.0%
Socioeconomically Disadvantaged	46	44	96.0%	4.0%	14.0%
Students with Disabilities	27	22	82.0%	18.0%	9.0%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will not include any category in this 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.

SCHOOL ACCOUNTABILITY REPORT CARD
District-Level Local Assessment Test Results in ELA by Student Group: Interim Assessment ICA-Grades three through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent at or above grade level
Districtwide	1541	1178	79.4%	20.5%	30%
Female	774	560	79.3%	20.6%	27.7%
Male	797	618	79.6%	20.3%	27.6%
American Indian or Alaska Native	6	--	--	--	--
Asian	38	14	82.4%	17.6%	71.4%
Black or African American	233	173	76.6%	93.4%	23.1%
Filipino	39	16	72.7%	27.3%	81.3%
Hispanic or Latino	1080	775	73.6%	26.4%	27.8%
Native Hawaiian or Pacific Islander	4	--	--	--	--
Two or More Races	23	--	--	--	--
White	122	89	74.4%	25.5%	39.7%
English Learners	202	131	68.2%	31.85%	5.9%
Foster Youth	8	--	--	--	--
Homeless	6	--	--	--	--
Military	0	--	--	--	--
Socioeconomically Disadvantaged	717	57	43.2%	6.7%	13.7%
Students Receiving Migrant Education Services	0	--	--	--	--
Students with Disabilities	215	67	53%	22%	8.6%

District-Level Local Assessment Test Results in Mathematics by Student Group: Interim Assessment ICA-Grades three through Eight (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent at or above grade level
Districtwide	1541	1217	78.9%	21.1%	18.1%
Female	744	572	81.8%	18.4%	15.9%
Male	797	645	82.9%	17.1%	17.5%
American Indian or Alaska Native	6	--	--	--	--
Asian	38	14	82.4%	17.6%	71.4%
Black or African American	233	182	82.1%	17.9%	9.6%
Filipino	39	17	77.3%	22.7%	26.4%
Hispanic or Latino	1080	796	76.3%	23.6%	15.6%
Native Hawaiian or Pacific Islander	4	--	--	--	--
Two or More Races	23	--	--	--	--
White	122	90	73.9%	26.7%	22.1%
English Learners	202	143	75.6%	24.3%	6.6%
Foster Youth	8	--	--	--	--
Homeless	6	--	--	--	--
Military	0	--	--	--	--
Socioeconomically Disadvantaged	717	56	42.7%	7.2%	7.7%
Students Receiving Migrant Education Services	0	--	--	--	--
Students with Disabilities	215	79	61.7%	13.2%	7.6%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will not include any category in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

SCHOOL ACCOUNTABILITY REPORT CARD
CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
	N/A	N/T	N/A	N/T	N/A	28.72%

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2020-21)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	N/T	N/T	N/T	N/T
Female	45	N/T	N/T	N/T	N/T
Male	36	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	N/T	N/T	N/T	N/T
Asian	—	N/T	N/T	N/T	N/T
Black or African American	—	N/T	N/T	N/T	N/T
Filipino	—	N/T	N/T	N/T	N/T
Hispanic or Latino	65	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	N/T	N/T	N/T	N/T
Two or More Races	—	N/T	N/T	N/T	N/T
White	—	N/T	N/T	N/T	N/T
English Learners	—	N/T	N/T	N/T	N/T
Foster Youth	0	N/T	N/T	N/T	N/T
Homeless	0	N/T	N/T	N/T	N/T
Military	0	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	62	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	N/T	N/T	N/T	N/T
Students with Disabilities	—	N/T	N/T	N/T	N/T



SCHOOL ACCOUNTABILITY REPORT CARD

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	617	610	85	13.9
Female	317	315	53	16.8
Male	300	295	32	10.8
American Indian or Alaska Native	18	18	0	0.0
Asian	—	—	—	—
Black or African American	53	50	9	18.0
Filipino	7	7	0	0.0
Hispanic or Latino	495	494	72	14.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	8	5	2	40.0
White	34	34	2	5.9
English Learners	101	100	12	12.0
Foster Youth	4	4	0	0.0
Homeless	20	20	5	25.0
Socioeconomically Disadvantaged	452	448	70	15.6
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	51	50	7	14.0

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 (2020-21)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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

Opportunities for Parent 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, they 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. In addition, our parents help teach dancing in after-school programs to increase students' opportunities.

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.66%	0.0%	4.86%	0.0%	3.47%	0.2%
Expulsions	0.0%	0.0%	0.22%	0.0%	0.08%	0.0%

Suspensions and Expulsions for School Year 2019-20

Only

(data collected between July through February, partial school year due to Covid-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.98%	2.81%	2.45%
Expulsions	0.0%	0.0%	0.05%

SCHOOL ACCOUNTABILITY REPORT CARD

Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

School Safety

SB187 Safety Plan

Date the plan was last updated: 11/12/21

Date the plan was last reviewed with staff: August 2021

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) school-wide 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) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

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	2018-19			Avg. Class Size	2019-20			Avg. Class Size	2020-21					
	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	18.0	5	1	20.0	5	1	19.0	5	1					
Grade 1	24.0		4	23.0	1	3	22.0		4					
Grade 2	28.0		3	27.0		3	24.0		4					
Grade 3	25.0		3	26.0		3	26.0		4					
Grade 4	17.0	1	2	30.0		2	34.0				3			
Grade 5	21.0	2	4	32.0			37.0				2			
Other (multi-grade)				21.0	1	3	8.0	1						

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

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.

Cucamonga Elementary has a safety team that meets monthly to conduct a site walkthrough to survey the campus of any visible safety hazards or violations. This team also reviews the safety plan annually and practices emergency drills monthly.

Discipline

Our goal is to create a productive learning environment for our students. To do this, we must have clear expectations and fair consequences. Behavior that is disruptive or which hurts others will not be tolerated. Los Amigos supports the implementation of PBIS. Second Step curriculum and Common-Sense Media are used in all grades.

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

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-20)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$6,753	\$729	\$6,024	\$85,914
District			\$6,288	\$86,574
State			\$8,444	\$82,431
Percent Difference: School/District			(4%)	(1%)
Percent Difference: School/State			(29%)	4%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

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 2020-21)

Funding is provided from state and federal special programs to supplement the core instructional program provided by the school district. These programs include:

- Title I
- ASES After School Program
- Restricted Lottery

Teacher & Administrative Salaries (Fiscal Year 2019-20)

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	\$50,962	\$51,450
Mid-Range Teacher Salary	\$80,485	\$80,263
Highest Teacher Salary	\$101,593	\$101,012
Average Principal Salary (Elementary)	\$126,158	\$128,082
Average Principal Salary (Middle)	\$122,508	\$132,453
Superintendent Salary	\$176,023	\$197,968
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	6%	6%

Professional Development

Measure	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	120	114	130

Continuous growth and refinement of our skills to help students be successful is the most critical 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 2021-2022 school year, the focus of Cucamonga School District Staff Development is in the areas of Professional Learning Communities and Common Core State Standards. Teachers are 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 are provided through three subject areas: ELA, Math, and NGSS. The Positive Behavioral Intervention System (PBIS) foundation has also been continued through professional development. This year, teachers are given the opportunity to select PD training from a list of suggested trainings that align with the district's vision.

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.

SCHOOL ACCOUNTABILITY REPORT CARD**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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

