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Grades TK-5

**Los Amigos Elementary School**  
**School Accountability Report Card**  
Reported Using Data from the 2021-22 School Year  
Published During 2022-23  
**Amber Arreguin, Principal**  
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**Cucamonga School District**

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**About This School**

**Mission Statement**

Los Amigos is dedicated to empowering the whole child through creative, inclusive instruction that supports academic and social needs.

**At Los Amigos, our vision is to:**

- Be the heart of Cucamonga, where students, staff, parents, and the community will collaborate to create a positive and productive learning environment.
- Inspire student engagement through meaningful real-life experiences to become productive and empathetic citizens in a changing world.
- Take an innovative 21<sup>st</sup>-century approach to instruction that redefines and inspires the classroom learning experience.
- Provide an equitable, diverse, and culturally inclusive enriching school experience that nurtures multiple intelligences while embracing inclusion and diversity.

**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**

At Los Amigos, we are committed to partnering with our parents and community in creating a safe, engaging school environment. As a staff, we continually develop ways to improve academic learning opportunities for every student. We analyze data, develop instructional strategies, work on refining the curriculum, and participate in professional development. Each teacher is prepared to teach all subjects captivating and motivating way. They are committed to providing every child with a quality, 21<sup>st</sup>-century education through our Portrait of a Graduate lens. The school and community 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 parent's involvement in the child's education. Parents are a child's first teachers and set the tone for lifelong success through the values taught in the home, including:

- The desire to learn what is being taught
- The self-discipline to practice
- 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 responsible, organized, and respectful

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2021-22)

Grade Level	Enrollment
Kindergarten	102
Grade 1	117
Grade 2	102
Grade 3	90
Grade 4	106
Grade 5	108
<b>Total Enrollment</b>	<b>625</b>

### Student Enrollment by Subgroup (2021-22)

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	3.5
Black or African American	9.0
Filipino	1.1
Hispanic or Latino	77.9
Native Hawaiian or Pacific Islander	1.1
Two or More Races	1.9
White	5.4
English Learners	18.9
Foster Youth	0.2
Homeless	2.7
Migrant	0.0
Socioeconomically Disadvantage	71.8
Students with Disabilities	6.7

(The 2021-22 Teacher information is anticipated to be available at the end of February 2023)

### 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%
<b>Total Teaching Positions</b>	<b>28.9</b>	<b>100.0%</b>	<b>123.6</b>	<b>100.0%</b>	<b>274,759.1</b>	<b>100.0%</b>

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.

### 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)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.0</b>	

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on Permit or Waiver	0.0	
Local Assignment Options	0.0	
<b>Total Out-of-Field Teachers</b>	<b>0.0</b>	

#### Class Assignments

Indicator	2020-21 Percent	2021-22 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	

## SCHOOL ACCOUNTABILITY REPORT CARD

### Teacher Preparation and Placement (2021-2022)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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 2022-23)**

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 2022-2023 pursuant to Education Code Section 60119 and 60422(b) was done on September 22, 2022 at a Regular Board Meeting.

Core Curriculum Area	Textbooks, Instructional Materials, Year of Adoption Percent of Students Lacking Their Own Assigned Copy
<b>Reading/Language Arts</b>	National Geographic Learning—Reach for Reading Common Core Program—Reach for Reading Anthologies — Consumable— English (Grades TK & K) (Adoption 2017) National Geographic Learning—Reach for Reading Common Core Program—Reach for Reading Anthologies— Textbook Hardback (1-5) (Adoption 2017) <b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b>
<b>Mathematics</b>	Houghton Mifflin California Math Pupil Edition—Textbook Hardback—English (Grades TK), (Adoption 2012) Houghton Mifflin California Math Pupil Edition—Consumable—English (Grades K-2) (Adoption 2009) Houghton Mifflin California Math Pupil Edition—Textbook Hardback—English—Levels 3, 4, & 5 (Grades 3-5) (Adopted 2009) <b>The textbooks listed are from most recent adoption: No</b> <b>Percent of students lacking their own assigned textbook: 0</b> *The district has decided to continue to use previously adopted State materials until the next State materials adoption has become available. The TK materials are from the most recent local adoption.
<b>Science</b>	STEMScopes—Grades TK-5 (Adoption 2022) <b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b> *The district has decided to continue to use previously adopted State materials until the next State materials adoption has become available. The TK materials are from the most recent local adoption.
<b>History-Social Science</b>	Pearson Scott Foresman HSS Pupil Edition—Consumable—English (Grade TK) (Adoption 2012) Pearson Scott Foresman HSS Pupil Edition—Consumable—English (Grades K-2) (Adoption 2006) Pearson Scott Foresman HSS Pupil Edition—Textbook—Hardback—English (Grades 3-5) (Adoption 2006) <b>The textbooks listed are from most recent adoption: No</b> <b>Percent of students lacking their own assigned textbook: 0</b> *The district has decided to continue to use previously adopted State materials until the next State materials adoption has become available. The TK materials are from the most recent local adoption.
<b>Visual and Performing Arts</b>	The teacher provides the Visual and Performing Arts program; therefore, sufficiency information is not available.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Specialized Services

**Gifted and Talented Students (GATE):** 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 the City of Rancho Cucamonga to provide after-school enrichment classes for kindergarten – 5<sup>th</sup>-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 – 5<sup>th</sup>-grade students, focusing on various foundational language arts and math skills.
- 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. Students in grades third through fifth can check out an additional device for home use. 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 have 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 digital citizenship lessons facilitated by their classroom teacher, whom our site Technology Coach supports.

### School Facilities

#### School Facility Good Repair Status (School Year 2022-23)

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 **June 29, 2022**. 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	<b>Fair</b>	Two rooms carpet lifting (Repaired 7/20/22). One room rubber molding is chipping. One room water damage to sink countertop. One room carpet is lifting and torn (Repaired 7/20/22). Three rooms ceiling tiles have water stains (Repaired 7/20/22).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	One restroom (RR) graffiti on interior wall (Repaired 7/20/22).
<b>Electrical:</b> Electrical	<b>Good</b>	Two rooms light panels are out (Repaired 7/20/22). Multiple light bulbs out in two hallways and in one room.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Two (RRs) faucets have low flow (Repaired 7/20/22).
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	Three rooms door closer cover is missing.
<b>Overall Rating:</b>	<b>Good 96.91%</b>	

## SCHOOL ACCOUNTABILITY REPORT CARD

### School Facility Conditions and Planned Improvements

Los Amigos Elementary School opened on 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, 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 has copiers, laminators, cutting boards, and a die-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 29, 2022.

### 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).
- **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.

### 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	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
<b>ELA/Literacy</b>	N/A	32	N/A	33	N/A	47
<b>Mathematics</b>	N/A	19	N/A	17	N/A	33

**Note:** Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, and state have N/A values because these data are not comparable to 2021–22 data.

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

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

**SCHOOL ACCOUNTABILITY REPORT CARD**
**CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight (School Year 2021–2022)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	291	97.65	2.35	31.62
Female	141	139	98.58	1.42	35.25
Male	157	152	96.82	3.18	28.29
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	15	12	80.0	20.0	50.0
Black or African American	32	31	96.88	3.12	35.48
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	229	227	99.13	0.87	26.87
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	0	0	0.0	0.0	0.0
White	0	0	0.0	0.0	0.0
English Learners	57	55	96.49	3.51	14.55
Foster Youth	0	0	0.0	0.0	0.0
Homeless	0	0	0.0	0.0	0.0
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	224	222	99.11	0.89	30.18
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	29	28	96.55	3.45	10.71

**CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight (School Year 2021–2022)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	291	97.65	2.35	19.24
Female	141	140	99.29	0.74	17.15
Male	157	151	96.18	3.82	21.19
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	15	13	86.67	13.33	46.15
Black or African American	32	31	96.88	3.12	6.45
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	229	226	98.69	1.31	16.81
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	0	0	0.0	0.0	0.0
White	0	0	0.0	0.0	0.0
English Learners	57	56	98.25	1.75	12.5
Foster Youth	0	0	0.0	0.0	0.0
Homeless	0	0	0.0	0.0	0.0
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	224	223	99.55	0.45	16.14
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	29	27	93.1	6.9	7.41

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

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

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### CAASPP Test Results in Science for All Students Grades Five and Eight

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
	N/T	26.47	N/T	22.16	28.5	29.47

### CAASPP Test Results in Science by Student Group Grades Five and Eight (2021-22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	102	98.08	1.92	26.47
Female	51	51	100	0.0	15.69
Male	53	51	96.23	3.77	37.25
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	0	0	0.0	0.0	0.0
Black or African American	0	0	0.0	0.0	0.0
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	79	79	100	0.0	21.52
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	0	0	0.0	0.0	0.0
White	0	0	0.0	0.0	0.0
English Learners	0	0	0.0	0.0	0.0
Foster Youth	15	15	100	0.0	13.33
Homeless	0	0	0.0	0.0	0.0
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	84	84	100	0.0	26.19
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	0	0	0.0	0.0	0.0

**Note:** Science test results include the CAST 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 CAST 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:** For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**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.

#### 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 (2021-2022)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	97%	98%	93%	96%

**Note:** Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

**Note:** Percentages are not calculated, and double dashes (--) appear in the table 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.



## SCHOOL ACCOUNTABILITY REPORT CARD

### 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 staff. Parents are also active in monitoring student homework and working collaboratively with teachers to improve the quality of their children's education. Parent involvement is necessary for making our school plan's vision 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 for School Year 2019-20**

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

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.98	2.81	2.45
<b>Expulsions</b>	0.0	0.0	0.05

**Note:** The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years

### **Suspensions and Expulsions**

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

Rate	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.0	0.85	0.0	3.66	0.2	3.17
<b>Expulsions</b>	0.0	0.0	0.0	0.04	0.0	0.07

**Note:** Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### **Chronic Absenteeism by Student Group (2021-22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	702	668	213	31.9
<b>Female</b>	355	342	112	32.17
<b>Male</b>	347	326	101	31.0
<b>American Indian or Alaska Native</b>	0	0	0	0.0
<b>Asian</b>	32	28	4	14.3
<b>Black or African American</b>	70	66	31	47.0
<b>Filipino</b>	9	8	1	12.5
<b>Hispanic or Latino</b>	534	510	164	32.2
<b>Native Hawaiian or Pacific Islander</b>	7	7	4	57.1
<b>Two or More Races</b>	12	12	4	33.3
<b>White</b>	38	37	5	13.5
<b>English Learners</b>	130	126	27	21.4
<b>Foster Youth</b>	4	3	0	0.0
<b>Homeless</b>	20	20	14	70.0
<b>Socioeconomically Disadvantaged</b>	528	509	187	36.7
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	71	67	26	38.8

## SCHOOL ACCOUNTABILITY REPORT CARD

### Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0.0
Female	0.25	0.0
Male	1.44	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	7.14	0.0
Filipino	0.0	0.0
Hispanic or Latino	0.19	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	1.14	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	1.41	0.0

### 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 that reward good attendance and remediate poor attendance include recognition, 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 attendance percentage.

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 2022-2023 school year, the focus of Cucamonga School District Staff Development is on 21<sup>st</sup> Century Learning, the Portrait of a Graduate, Professional Learning Communities, and Common Core State Standards. Teachers are invited to participate in release days involving collaborative learning focused on formative assessment strategies, technology integration, instructional strategies, Common Core State Standards, social-emotional learning, and the building of content knowledge. The site and district coaches provide support in multiple areas, including literacy, math, science, and technology. The Positive Behavioral Intervention System (PBIS) foundation has continued through professional development. Every year, teachers are allowed to select PD training from a list of suggested training aligned with the district's vision and Portrait of a Graduate.

### School Safety

#### SB187 Safety Plan

Date the plan was last updated: August 2022

Date the plan was last reviewed with staff: October 14, 2022

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.

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.

Los Amigos 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.



## SCHOOL ACCOUNTABILITY REPORT CARD

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

Grade Level	2019-20			Avg. Class Size	2020-21			Avg. Class Size	2021-22					
	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	20.0	5	1	19.0	5	1	17.0	5						
Grade 1	23.0	1	3	22.0		4	19.0	5						
Grade 2	27.0		3	24.0		4	23.0		4					
Grade 3	26.0		3	26.0		4	23.0		4					
Grade 4	30.0		2	34.0			26.0		4					
Grade 5	32.0			37.0			26.0		4					
Other (multi-grade)	21.0	1	3	8.0	1		18.0	1	2					

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.

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

### Other SARC Information

#### Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Library Media Services Staff (technician)	1.0
Psychologist	0.5
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other (Teacher on Assignment & Bilingual Resource Teacher)	1.5

\*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 2020-2021)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$6,790	\$1,008	\$5,782	\$87,453
District			\$6,464	\$90,757
State			\$6,594	\$84,612
Percent Difference: School/District			(12%)	(4%)
Percent Difference: School/State			(14%)	3%

- **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 2021-2022)

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

Program	Amount
Title I	\$309,575
After School Safety Program (ASES)	1,500
Restricted Lottery	110,300
Total	\$270,987

#### Teacher & Administrative Salaries (Fiscal Year 2020-2021)

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	\$53,000	\$51,591
Mid-Range Teacher Salary	\$83,704	\$79,620
Highest Teacher Salary	\$105,657	\$104,866
Average Principal Salary (Elementary)	\$136,452	\$131,473
Average Principal Salary (Middle)	\$132,504	\$135,064
Superintendent Salary	\$183,064	\$205,661
Percent of District Budget		
Teacher Salaries	21.47	33.33
Administrative Salaries	3.76	5.87

## SCHOOL ACCOUNTABILITY REPORT CARD

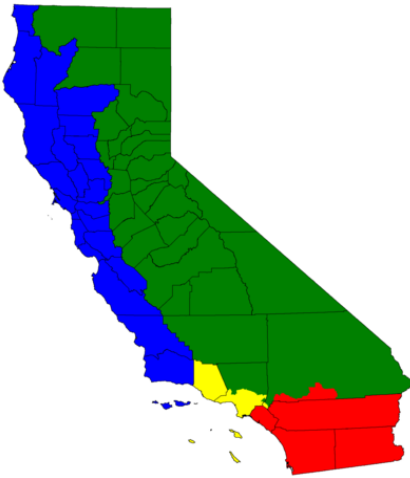
### Professional Development

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	114	130	110

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 2022-2023 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.

### SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/).

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/).

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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) [www.caschooldashboard.org/](http://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.