Cucamonga Elementary School

School Accountability Report Card

Reported Using Data from the 2021-22 School Year
Published During 2022-23

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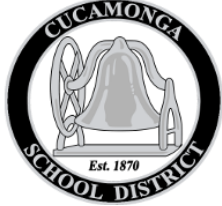
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About This School

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

School Description
Cucamonga Elementary School was built in the 1950s and has gone through many modernization projects over the years. Currently, we have 27 regular education classroom teachers, a transitional kindergarten teacher, one Title I reading teacher, one English Language Learner Resource teacher, one math intervention teacher, 1 reading intervention teacher, and a Physical Education Specialist. In addition, CES has one teacher each trimester that offers art, music, and project-based learning. We offer Special Education services provided by a Speech and Language pathologist, Gifted and Talented Education, English Language Development, three Specialized Academic Instructors, counseling services provided in various ways, an Occupational Therapist, and a Psychologist. In addition, we have one preschool on-site that serves approximately 45 students. We also have a community liaison. Our facilities include a library and local area network MIS system throughout the school with one-to-one devices for students. We have a cafeteria and a multipurpose room that students and families can utilize in various ways.

Principal's Message
The staff at Cucamonga Elementary School believes strongly in parent and community involvement and views parents as partners in their child's education. I have an "open door" policy and will be available to staff, students, and parents. Further, parents, students, and staff work as a team to ensure student achievement and success. We encourage community input. We work to be active on social media to serve as a bridge from school to home, sharing pictures of learning, events, and reminders. Please follow us on Twitter @cuca_principal and Instagram @ces_principal.

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2021-2022)

Grade Level	Enrollment
Kindergarten	66
Grade 1	77
Grade 2	66
Grade 3	73
Grade 4	68
Grade 5	74
Total Enrollment	424

Student Enrollment by Subgroup (2021-2022)

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Non-Binary	0.0
American Indian or Alaska Native	0.2
Asian	2.8
Black or African American	13.9
Filipino	1.4
Hispanic or Latino	71.0
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.1
White	7.8
English Learners	15.8
Foster Youth	0.7
Homeless	3.8
Migrant	0.0
Socioeconomically Disadvantage	71.0
Students with Disabilities	14.4

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

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	
Total Teachers Without Credentials and Misassignments	0.0	

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	
Total Out-of-Field Teachers	0.0	

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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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)	24.9	96.2%	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	3.8%	5.2	4.2%	18,854.3	6.9%
Total Teaching Positions	25.9	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.

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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						
Total Teaching Positions						

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 2022-2023)

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
Reading/Language Arts	TK- Reach for Reading—National Geographic Learning/Cengage Learning (Adoption 2017) TK—Reach for Reading Common Core Program Grade K—Reach for Reading Anthologies (Adoption 2014) - Consumable, English K-5- Reach for Reading—National Geographic Learning/Cengage Learning (Adoption 2017) Reach for Reading Common Core Program Grade Kinder—Consumable (Adoption 2017) Grades 1-5—Reach for Reading Common Core Program Anthologies, Textbook Hard Copy, (Adoption 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	TK—Houghton Mifflin California Math Houghton —Textbook Hardback—English, (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	STEMScopes—(Grades TK-5) (Adoption 2022) **The textbooks listed are from most recent adoption:** Yes **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.

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Specialized Services

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

Intervention Students: Students needing academic support are serviced through interventions provided by the general education classroom teacher, the Title I Teacher, ELA and math Intervention teachers, the Resource Specialist Teacher, and NCLB-compliant paraprofessionals. Students who need additional support are provided extended learning time within the regular instructional day and after-school remediation programs. The school uses a block schedule model, including "Team Time," and utilizes Multi-Tiered Systems of Supports protocols.

English-Language Learners: Students identified as English Learners receive a minimum of 30 minutes per day of ELD and/or SDAIE instruction with the regular classroom teacher. The Title I program supports ELD services when applicable. English Learners who are not progressing or at levels 1 or 2 on the ELPAC (English Language Performance Development Assessments for California) receive additional services with our English Language Resource Teacher.

Virtual Academy

- We also house one Virtual Academy on site
- Principal of the Virtual Academy is Erica Angle-Newman
- The Virtual Academy is led by three classroom teachers and serves 74 students

After-School Programs: Cucamonga Elementary School offers a variety of extracurricular, enrichment, and remedial programs. All programs are designed and developed based on student needs and available funding.

- Extracurricular activities include intramural sports.
- Think Together
- Art, Music, Robotics
- STEM
- Theatre
- Community Events

The following tools are used to monitor, adjust, and rate student learning:

- ILP (Individualized Learning Plans)
- IEP (Individualized Educational Plans)
- 504 plans
- Progress reports
- Report cards
- Teacher observations
- MTSS plans
- District benchmarks and assessments
- SBAC test scores

Reporting student progress to staff, students, parents, and the school community is disseminated in one or more of the following ways:

- Parent conferences
- CAASP Test Scores
- Report cards
- Websites
- Social media-Instagram and Twitter
- Parent Square App
- Phone calls and emails

Attendance

Research shows that school achievement correlates highly with school attendance. Attendance is closely monitored. Programs that reward good attendance and remediate poor attendance include the Student Attendance Review Team and the County Student Attendance Review Board. Lost days mean schools receive less money, resulting in reduced student services. The staff, parents, and students at Cucamonga Elementary School are working together to maintain a high attendance percentage. We have a site attendance coordinator who works to meet and support families to improve attendance.

Technology

We have 1:1 devices available for K-2nd grade student use. We have 2:1 devices available for 3rd-5th grade student use. Students are either issued an iPad or a tablet depending on the grade assignments. There are 35 classrooms connected to the Internet. All classrooms have LCD projectors. All computers have Internet access, and each classroom can access all software via our all-school network. Our district computer technicians and district technology coach assist the teachers and staff. Also, we have a site technology coordinator and a site technology coach.

Staffing

Cucamonga Elementary School is staffed with a Principal and 30 teachers. There is a Title I teacher who oversees our reading program. We have reading and math intervention teachers, four Specialized Academic Instructors, a Speech and Language pathologist, a Physical Education Specialist, and an ELD teacher. In addition, we share the services of a School Nurse, School Psychologist, 2 Counselors, and computer technicians. Other Employees include office staff, instructional assistants, speech assistants, health technicians, library clerks, noon supervisors, custodial staff, and food services personnel.

School Facilities

School Facility Conditions and Planned Improvements

Cucamonga Elementary School was opened in 1957. The facility had a complete re-modernization project which was completed in 2014. All classrooms were completely renovated with new state-of-the-art furniture and equipment. The student bathrooms have been upgraded. A full-size remodeled cafeteria with a stage, kitchen, and multipurpose room exists. The sports fields and track have been renovated and are well

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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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	Six rooms dirty vents.
Interior: Interior Surfaces	**Good**	One room cabinet handle is broken, and formica trim is missing on cubby holes. One room rubber molding is missing at carpet/tile seam (Repaired 7/22/22). One room drawers are missing. Two rooms carpets are separating at seams (Repaired 7/13/22). One room hole in ceiling tile. (Repaired 7/13/22)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	One room food/cand is melted to countertop. One room ants are present. Unsecured items are stored too high in one room. One room flooring is dirty. One room dead bugs in sink basin.
Electrical: Electrical	**Good**	One room surge protectors are daisy chained. One room exterior electrical cover is missing (Repaired 7/22/22), One room cords are creating trip hazards One room light diffuser s loose. One room electrical panel is blocked. (Repaired 7/22/22).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	One RR toilet seat loose. One RR base of toile is leaking and one drinking fountain (DF) has low flow (Both repaired 7/22/22) . One DF handle is broken. Growth on one DF mouthpiece (Repaired 7/22/22). One DF needs adjustment due to dripping (Repaired 7/22/22). One RR faucet has a drip (Repaired 7/13/22) Two rooms sink is separating from countertop. Two rooms faucets have low flow. One room faucet leaks at handle. One DF leaks at button. One room faucet has a drip and leaks at fitting (Repaired 7/22/22).
Safety: Fire Safety, Hazardous Materials	**Good**	More than one room evacuation map is not posted. One room flammable materials are improperly stored. One room emergency exit is blocked. One room paint is peeling on exterior wall. One room fire extinguisher is not mounted. (Repaired 7/14/22)
Structural: Structural Damage, Roofs	**Good**	One room crack in interior wall. One room dry rot on siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	One room door closer cover is missing. One room door handle is missing. (Repaired 1/10/22)
Overall Rating:	**Good 93.75%**	

maintained by our District Maintenance Department, which serves as our playground and a community sports area. Also, we have a Learning Center on the east side of our campus. Summer 2021, our kindergarten building was completely remodeled.

Every classroom has adequate space and materials needed to ensure student success. In addition, the play space is very ample. It consists of spacious concrete surfaces as well as a large field. Students have several choices on the playground, including softball, basketball, kickball, and jungle gyms. In addition, different age-level appropriate equipment, such as swings, track, tetherball, hopscotch, and various concrete games, are available for students. Teachers and staff have a workroom that houses all the equipment needed to facilitate school learning (copy machines, fax machines, paper cutters, die cutters, worktables, office equipment, and supplies).

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).

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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

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
ELA/Literacy (Grades 3-8)	N/A	27	N/A	33	N/A	47
Mathematics (Grades 3-8)	N/A	15	N/A	17	N/A	33

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	218	215	98.62	1.38	27.44
Female	109	107	98.17	1.83	29.91
Male	109	108	99.08	0.92	25.0
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	28	28	100	0.0	25.0
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	151	148	98.01	1.99	26.35
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	18	18	100	0.0	38.89
English Learners	36	36	100	0.0	5.56
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	159	156	98.11	1.89	21.79
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	32	32	100	0.0	9.38

Note: 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.

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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 2021–2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	215	98.62	1.38	15.35
Female	109	107	98.17	1.83	10.28
Male	109	108	99.08	0.92	20.37
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	28	28	100	0.0	0.0
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	151	148	98.01	1.99	15.54
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	18	18	100	0.0	33.33
English Learners	36	35	97.22	2.78	5.71
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	159	157	98.74	1.26	12.1
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	32	31	96.88	3.12	0.0

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/A	15.28	N/A	22.16	28.5	29.47

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.

CAASPP Test Results in Science by Student Group Grades Five and Eight (2021-2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63	1.37	15.28
Female	38	38	100	0.0	21.05
Male	35	34	97.14	2.86	8.82
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	56	55	98.21	1.79	10.91
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	14	14	100	0.0	7.14
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	51	50	98.04	1.96	14.0
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	0	0	0.0	0.0	0.0

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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 (2021-22)

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	100%	100%	100%	100%	100%

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.

Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	491	471	153	32.5
Female	231	223	70	31.4
Male	260	248	83	33.5
American Indian or Alaska Native	1	1	0	0.0
Asian	14	12	0	0.0
Black or African American	71	69	25	36.2
Filipino	6	6	1	16.7
Hispanic or Latino	343	328	117	35.7
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	16	15	6	40.0
White	37	37	4	10.8
English Learners	82	74	11	14.9
Foster Youth	9	7	1	14.3
Homeless	20	20	10	50.0
Socioeconomically Disadvantaged	369	356	121	34.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	75	28	37.3

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: Dr. Jenna Garretson-Tremayne, Principal
Phone Number: (909) 980-1318

Parents are an integral part of student success. Studies show that when parents participate in their children's education, their children better assist teachers with the school. Our Title I Program and Parent Liaison coordinator works hard to recruit volunteers. 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 in making our school plan's vision work. Please get in touch with the school if you would like to volunteer at the school and/or become involved in Site Council or English Language Advisory Council.

We hold regular School Site Council meetings, English Advisory Council meetings, Parent Volunteer Meetings, and other services and opportunities. Please check our school calendar for a schedule of planned events. We also have a Community Liaison on staff who can help assist with community resources and needs. In addition, parent education classes will be offered to assist parents in helping their students in reading, math, and technology.

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

Discipline

Our goal is to create a productive learning environment for our students. To do this, we must have clear expectations and fair consequences. PBIS (Positive behavior intervention support) protocols have been implemented site-wide. Cucamonga Cubs have GRR (grit, respect, responsibility). Students can earn GRR tickets and extra recess and celebrations with the principal. Behavior that is disruptive or which hurts others will not be tolerated. Reteaching occurs to redirect behavior through character violations and MDRs. In addition, a discipline referral process is followed by all staff.

SCHOOL ACCOUNTABILITY REPORT CARD

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
Suspensions	0.55	2.81	2.45
Expulsions	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
Suspensions	0.0	1.02	0.0	3.66	0.2	3.17
Expulsions	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

Suspensions and Expulsions by Student Group (2021-22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.0
Female	0.0	0.0
Male	1.92	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	1.41	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.17	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	1.08	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	0.0	0.0

School Safety Plan
Date the plan was last updated: 9/12/2022
Date the plan was last reviewed with staff: 10/11/2022
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.

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	2019-2020 Avg. Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+	2020-2021 Avg. Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+	2021-2022 Avg. Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
Kindergarten	21.0	2	3		21.0	1	4		16.0	3		
Grade 1	25.0		3		24.0		3		22.0		3	
Grade 2	25.0		3		22.0		3		19.0	3		
Grade 3	27.0		3		21.0	1	3		22.0		3	
Grade 4	27.0		2		32.0		2		23.0		3	
Grade 5	27.0		2		31.0		2		25.0		3	
Other (multi-grade)	15.0	2	1		17.0	1	1		14.0	3		

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

SCHOOL ACCOUNTABILITY REPORT CARD

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.

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School
Counselor	1.0
Library Media Services Staff (technician)	1.0
Psychologist	0.5
Nurse	0.25
Speech/Language/Hearing Specialist	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)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$7,570	$1,543	$6,027	$89,655
District			$6,464	$90,757
State			$6,594	$84,612
Percent Difference: School/District			(7%)	(1%)
Percent Difference: School/State			(9%)	6%

- **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)

Program	Amount
Title I	$155,574
After School Safety Program (ASES)	1.500
Restricted Lottery	62,185
Total	$219,259

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

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)	$136452	$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

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
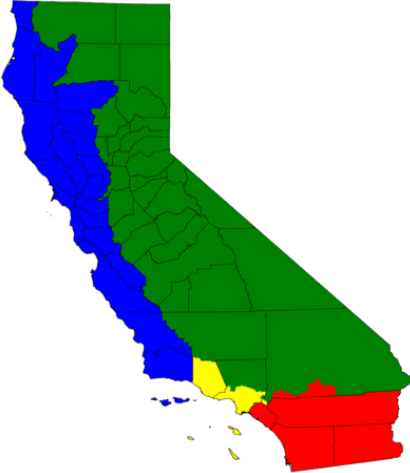
By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational 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/**.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at **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/** 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/** 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.