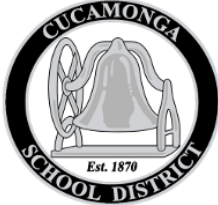


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Grades TK-5

THE ONTARIO CENTER
School Accountability Report Card
Reported Using Data from the 2021-22 School Year
Published During 2022-23
Narrie Gavares, Principal
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**Cucamonga School
District**

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About This School

Mission Statement

Together, we empower all students to achieve excellence in learning.

Vision Statement

At The Ontario Center School we will...

- Collaborate
- Engage
- Involve
- Motivate
- Expect

School Description

THE ONTARIO CENTER SCHOOL (TOCS), located in the northeastern portion of the beautiful city of Ontario, is one of four schools in the Cucamonga School District. The school serves approximately 550 students in grades transitional kindergarten through fifth grade. The student population and community are both culturally and economically diverse. Our students and their families are welcomed by a highly talented and dedicated faculty that strives to deliver the best possible education to all students with the California Common Core State Standards combined with 21st Century Learning Skills. Cucamonga District's Portrait of a Graduate guides our focus for all instruction and assessment. We currently have 24 general education teachers, one TITLE I teacher, two Intervention teachers, one English Language Learner Resource teacher, and a Physical Education teacher. We also have one teacher each trimester that offers instruction in art, music, and robotics, two education specialists, a Speech and Language pathologist, counseling services offered in various ways, one psychologist, and an occupational therapist. We also have a parent community liaison and library clerk. Other employees include office staff, instructional assistants, health technicians, custodial staff, and food services personnel. Our facilities have recently been remodeled to offer a state-of-the-art environment for our students and community. We have thirty-six renovated classrooms, a completely renovated kitchen, and a multipurpose room, as well as new playground areas for the students. We also are proud to say that our facilities include 1:1 device for all students and 2:1 devices for students in grades 3 – 5.

Principal's Message

It is an honor and a privilege to serve as the principal of THE ONTARIO CENTER SCHOOL (TOCS), home of the Eagles. TOCS is a wonderfully rich and diverse community where parent involvement is welcomed. The staff at THE ONTARIO CENTER SCHOOL believes strongly in the partnership between school and family in every child's education. Further, we believe that parents, students, and faculty work as a team to ensure student achievement and success. We encourage your input, and we invite you to tap into our resources as well. If you have any concerns, please feel free to call us at school. Thank you for entrusting us with the well-being of your child.

Mrs. Narrie Gavares

SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2021-22)

Grade Level	Enrollment
Kindergarten	102
Grade 1	73
Grade 2	84
Grade 3	97
Grade 4	115
Grade 5	107
Total Enrollment	578

Student Enrollment by Subgroup (2021-22)

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
Non-Binary	0.0
American Indian or Alaska Native	0.3
Asian	3.5
Black or African American	20.9
Filipino	1.7
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.0
White	11.1
English Learners	9.3
Foster Youth	0.7
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantage	58.5
Students with Disabilities	10.0

(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)	28.9	96.7%	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	3.3%	5.2	4.2%	18,854.3	6.9%
Total Teaching Positions	29.9	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.

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)	0.0	
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						
Total Teaching Positions						

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
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.

SCHOOL ACCOUNTABILITY REPORT CARD

Specialized Services

After-School Programs

THE ONTARIO CENTER SCHOOL offers a variety of extracurricular, enrichment, and remedial programs. All programs are designed and developed based on student need and available funding.

- Think Together
- After school intervention/enrichment programs

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

- SST/MTSS
- ILP (Individualized Learning Plans)
- IEP (Individualized Educational Plans)
- Progress reports
- Report cards
- Teacher observations
- Common Formative Assessments
- District benchmarks and assessments
- Standardized test

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

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 28, 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	No repairs needed at the time of inspection.
Interior: Interior Surfaces	Good	No repairs needed at the time of inspection.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
Electrical: Electrical	Good	Two rooms light panels are out. One room electrical chords are daisy chained. (Repairs completed July 15, 2022)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Several rooms the faucets water pressure need adjustment. One restroom soap dispenser broken from the wall. One drinking fountain has low flow. (Work orders issued for all repairs needed on 7/11/2022, 7/13/2022, 7/15/2022 & 7/18/2022).
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs needed at the time of inspection.
Overall Rating:	Good 95.56%	

- Websites
- Parent Square communique
- Phone calls and emails

GATE Students – The Gifted and Talented Education Program (GATE) is offered within the general education setting with differentiated instruction provided to students.

At-risk Students – At-risk students are serviced through interventions provided by the general education classroom teacher, the Learning Center (Intervention Teachers), the Title I Teacher, Resource Specialist Teacher, and NCLB compliant paraprofessionals. Students that are identified as at-risk are provided extended learning time within the regular instructional day as well as after-school remediation programs. The school uses a block schedule model which includes "Team Time" and utilizes Response to Intervention protocols.

English-Language Learners—Students who are 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 who are at levels 1 or 2 on the ELPAC (English Language Proficiency Assessment for California) receive additional services with our English Language Resource Teacher.

SCHOOL ACCOUNTABILITY REPORT CARD

School Facility Conditions and Planned Improvements

The Ontario Center School opened in 1990 and is one of four schools in the Cucamonga School District. We completed our school modernization project in 2019. Each of our classrooms has a teacher computer workstation and a projector and sound system connected to the teacher's computer. A computer network system is connected to a local area network, and every classroom and office has Internet access. Internet access is screened through a firewall system monitored by the San Bernardino County Superintendent of Schools. All students and employees who use computers are required to sign Internet Use Agreements. We have one to one technological devices for all students while students in grades 3 – 5 have access to an additional device to take for home use.

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 28, 2022.

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	N/A	22	N/A	33	N/A	47
Mathematics	N/A	18	N/A	17	N/A	33

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.

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.

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	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	14.51
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	323	304	94.12	5.88	18.09
Female	162	153	94.44	5.56	15.69
Male	161	151	93.79	5.21	20.53
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	75	70	93.33	6.67	17.14
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	190	183	96.32	3.68	15.85
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	13	8	61.54	38.46	0.0
White	29	28	96.55	3.45	28.57
English Learners	38	36	94.74	5.26	8.33
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	200	190	95.0	5.0	13.68
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	41	41	100	0.0	7.32

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	2021-22
	N/T	14.29	N/T	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 (2021-22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	105	96.33	3.67	14.29
Female	50	49	98.0	2.0	16.33
Male	59	56	94.92	5.08	12.5
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	29	26	89.66	10.34	15.38
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	59	59	100	0.0	13.56
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	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	70	67	95.71	4.29	11.94
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	18	18	100	0.0	5.56

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	95%	98%	99%	97%	98%

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

Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	673	638	220	34.5
Female	332	309	105	34.0
Male	348	329	115	35.0
American Indian or Alaska Native	2	2	2	100
Asian	26	22	8	36.4
Black or African American	148	138	36	26.1
Filipino	14	13	5	38.5
Hispanic or Latino	388	369	142	38.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	25	8	32.0
White	69	69	19	27.5
English Learners	82	74	39	52.7
Foster Youth	7	7	3	42.9
Homeless	10	9	7	77.8
Socioeconomically Disadvantaged	423	396	152	38.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	75	27	36.0

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: Narrie Gavares, Principal, Parent Liaison - TBD

Phone Number: (909) 948-3044

Parents are an integral part of student success. Studies show that when parents participate in their children's education, their children do better in school. Our parent liaison works hard to recruit volunteers, as does our entire faculty. 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. If you would like to volunteer at school and/or become involved in the Site Council or English Language Advisory Council, please contact the school. We hold monthly School Site Council meetings, English Advisory Council meetings, Parent Volunteer group meetings, and a variety of other services and opportunities. Please check our school calendar for a schedule of planned events.

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
Suspensions	0.61	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	2.08	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

SCHOOL ACCOUNTABILITY REPORT CARD

Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.08	0.0
Female	1.23	0.0
Male	2.87	0.0
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	3.85	0.0
Black or African American	2.7	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.8	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	3.85	0.0
White	1.45	0.0
English Learners	2.44	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Socioeconomically Disadvantaged	2.84	0.0
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	5.13	0.0

School Safety

SB187 Safety Plan

Date the plan was last updated: 10/03/2022

Date the plan was last reviewed with staff: 10/12/2022

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	2019-20			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	16.0	5			20.0	3	2				
Grade 1	25.0		4	23.0		4		24.0		3				
Grade 2	27.0		4	23.0		4		20.0	3	1				
Grade 3	26.0		3	24.0		4		18.0	4					
Grade 4	25.0	1	2	25.0	1	2		24.0		4				
Grade 5	25.0	1	2	23.0	1	2		27.0		3				
Other (multi-grade)	21.0	1	1	18.0	1	1		18.0	2	2				

*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.

Ontario Center 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. THE ONTARIO CENTER 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 (paraprofessional)	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 ACCOUNTABILITY REPORT CARD

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020-21)

Expenditures Per Pupil			Average Teacher Salary
Level	Total	Restricted	
School	\$7,803	\$979	\$6,826
District			\$6,464
State			\$6,594
Percent Difference: School/District			6%
Percent Difference: School/State			4%
			\$94,553
			\$90,757
			\$84,612
			4%
			12%

- **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>.

Teacher & Administrative Salaries (Fiscal Year 2020-21)

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

Other Funding (Fiscal Year 2021-22)

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	\$159,187
After School Safety Program (ASES)	1,500
Restricted Lottery	110,300
Total	\$270,987

Professional Development

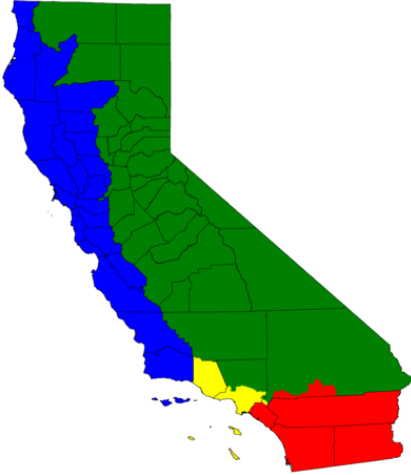
Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	114	130	110

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.

SCHOOL ACCOUNTABILITY REPORT CARD

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.

