

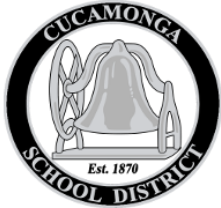
10022 Feron Blvd.  
Rancho Cucamonga, CA 91730  
(909) 980-0969  
FAX (909) 481-0147  
CDS Code: 36676946097646  
Grades 6-8

## Rancho Cucamonga Middle School

**School Accountability Report Card**  
Reported Using Data from the 2021-22 School Year  
Published During 2022-23

**Nyeshia Williams, Principal**

[nwilliams@cuca.k12.ca.us](mailto:nwilliams@cuca.k12.ca.us)



### Cucamonga School District

8776 Archibald Avenue  
Rancho Cucamonga, CA 91730  
(909) 987-8942  
[www.cuca.k12.ca.us](http://www.cuca.k12.ca.us)

#### Board of Education

Victoria Viveros Mageno  
Eric Montague  
Yolanda Strong Reed  
Henry J. Cowles  
Laura Hendison

#### Administration

Michael Chaix, Ed. D.  
Superintendent  
[mchaix@cuca.k12.ca.us](mailto:mchaix@cuca.k12.ca.us)

Gil Diaz

Assistant Superintendent  
Educational Excellence

Joyce Kozyra

Assistant Superintendent  
Personnel and Pupil  
Services

Deo Persaud

Assistant Superintendent  
Business Services

#### Contents

About this School  
Conditions of Learning  
Specialized Services  
Textbooks  
School Facilities  
Pupil Outcomes  
Parental Involvement  
School Climate  
Other Information  
School Finances  
Professional Development  
About the SARC

### About This School

#### Vision

Rancho Cucamonga Middle School challenges its students to achieve their fullest potential as responsible learners and citizens.

#### Mission Statement

Rancho Cucamonga Middle School commits to preparing students for success today in order to be prepared for tomorrow by instilling pride.

- Promoting a positive and safe learning environment.
- Respecting students, parents, and each other.
- Inspiring critical thinking, creativity, and innovation.
- Demonstrating integrity and good communication skills.
- Encouraging students to rise to the challenge of high expectations.

#### School Description

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

#### Principal's Message

At Rancho Cucamonga Middle School, we follow our Lions Promise: Be Responsible, Be Respectful, Be Positive, and Have Integrity. In addition, we believe in educating the whole child by providing all students a rigorous education in a safe learning environment and nurturing their socio-emotional growth.

RCMS has a student-centered enrichment program where students can learn and explore areas such as computers, music, AVID (Advancement Via Individual Determination), and Art or Spanish, to name a few. We also have during and after-school clubs and activities for our students, such as organized sports, ASB (Associated Student Body), Drill Team, and Lions TV. Additionally, we offer our students a daily intervention and enrichment period called WIN (What I Need).

Our parents and community play a vital role in the school's success. The School Site Council provides input and monitors school programs. At RCMS, our assets are our teachers and staff. Our staff is dedicated to the school by serving our students, communicating with parents, and always considering the students' best interests when making decisions.

RCMS is a beautiful school where everyone takes pride in their work. Our students bring a wealth of experiences to our school, and we work with every one of them to help them succeed, grow, and learn. Our teachers are passionate about their work, and our parents and community care about our school. Go Lions!

## SCHOOL ACCOUNTABILITY REPORT CARD

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

Grade Level	Enrollment
Grade 6	241
Grade 7	253
Grade 8	273
<b>Total Enrollment</b>	<b>767</b>

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

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
Non-Binary	0.0
American Indian or Alaska Native	0.7
Asian	2.0
Black or African American	18.1
Filipino	2.2
Hispanic or Latino	67.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.7
White	7.0
English Learners	10.2
Foster Youth	0.9
Homeless	3.4
Migrant	0.0
Socioeconomically Disadvantage	75.1
Students with Disabilities	15.4

(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	Number 2020-21	Number 2021-22
Permits and Waivers	0.0	
Misassignments	5.2	
Vacant Positions	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.2</b>	

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

Authorization/Assignment	Number 2020-21	Number 2021-22
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	Percent 2020-21	Percent 2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.5	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	

### Teacher Preparation and Placement (2020-21)

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)	31.1	80.7%	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)	5.2	13.5%	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	2.2	5.8%	5.2	4.2%	18,854.3	6.9%
<b>Total Teaching Positions</b>	<b>38.6</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.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Teacher Preparation and Placement (2021-22)

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.

### 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 and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
<b>Reading/Language Arts English Language Development</b>	Amplify ELA+ELD: California Edition Amplify	2017	Yes	0%
<b>Mathematics</b>	Pearson & Holt, Rinehart & Winston	2009	Yes	0%
<b>Science</b>	McGraw Hill-CA-Inspire Science	2022	Yes	0%
<b>History-Social Science</b>	TCI (History)	2022	Yes	0%

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	No repairs were needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	<b>Fair</b>	One room linoleum flooring is lifting. One room Formica trim is chipping on counter top. One room carpet is torn. Several rooms ceiling tiles have holes. One room window trim broken. One room holes in counter top. (Work orders issued for all repairs needed on 7/14/2022).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	No repairs were needed at the time of inspection.
<b>Electrical:</b> Electrical	<b>Good</b>	One room 2 light panels out. One room electrical cover missing. Gym foyer two can lights out. (Work orders issued for all repairs needed on 7/14/2022).
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	One boys RR soap dispensers missing. One room faucet has a low flow. One girls RR sink is loose from wall. (Work orders issued for all repairs needed on 7/14/2022).
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	One room plug in candle warmer. Peeling paint on shade structure. (Work orders issued for all repairs needed on 7/14/2022).
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	Dry rot on siding. (Work order issued 7/14/2022)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	One room door has large gap at top. (Work order issued 7/14/2022).
<b>Overall Rating:</b>	<b>Good 97.53%</b>	

#### School Facility Conditions and Planned Improvements

Rancho Cucamonga Middle School is situated on approximately 14.68 acres near Hermosa Avenue and Feron Boulevard in Rancho Cucamonga, California. The facility was built in 1977 and has undergone remodeling and renovations in 1990, 2010, and 2016. Our state-of-the-art Building C was completed in December of 2021, including current technology, a maker space, and an outdoor learning courtyard. We are currently in the beginning stages of renovating building B. Building B will be equipped with new technology, an innovative library, and flexible learning spaces. Building B is expected to be completed by the summer of 2024.

#### 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..

#### Technology

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

#### 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.

**SCHOOL ACCOUNTABILITY REPORT CARD**

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	40	N/A	33	N/A	47
Mathematics (Grades 3-8)	N/A	16	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	764	737	96.47	3.53	39.62
Female	359	350	97.49	2.51	48.29
Male	405	387	95.56	4.44	31.78
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	16	16	100	0.0	56.25
Black or African American	136	134	98.53	1.47	32.84
Filipino	17	17	100	0.0	58.52
Hispanic or Latino	516	497	96.32	3.68	39.03
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	15	14	93.33	6.67	64.29
White	56	51	91.07	8.93	49.02
English Learners	88	75	85.23	14.77	8.0
Foster Youth	0	0	0.0	0.0	0.0
Homeless	26	25	96.15	3.85	32.0
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	576	564	97.92	2.08	38.48
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	19	114	95.8	4.2	7.02

**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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	764	743	97.25	2.75	16.19
Female	358	350	97.77	2.23	17.19
Male	406	393	96.8	3.2	15.31
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	16	16	100	0.0	50.0
Black or African American	136	132	97.06	2.94	11.36
Filipino	17	17	100	0.0	35.29
Hispanic or Latino	517	507	98.07	1.93	14.06
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	14	13	92.86	7.14	46.15
White	56	50	89.29	10.71	26.0
English Learners	88	86	97.73	2.27	4.69
Foster Youth	0	0	0.0	0.0	0.0
Homeless	26	25	96.15	3.85	16.0
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	576	564	97.92	2.08	14.21
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	119	114	95.8	4.2	5.26

**CAASPP Test Results in Science for All Students Grades Five, Eight and High School**

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
	NT	25.58	NT	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, Eight and High School (2021-22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	258	96.99	3.01	25.58
Female	123	121	98.37	1.63	23.14
Male	143	137	95.8	4.2	27.74
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	40	36	90.0	10.0	13.89
Filipino	0	0	0.0	0.0	0.0
Hispanic or Latino	184	182	98.91	1.09	20.88
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	21	19	90.48	9.52	68.42
English Learners	32	31	96.88	3.12	3.23
Foster Youth	0	0	0.0	0.0	0.0
Homeless	11	10	90.91	9.09	0.0
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	195	189	96.92	3.08	22.22
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	37	37	100	0.0	10.81

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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
7	98%	98%	98%	98%	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.

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	821	807	273	33.8
Female	390	382	110	28.8
Male	431	425	163	38.4
American Indian or Alaska Native	5	5	2	40.0
Asian	17	17	2	11.8
Black or African American	150	147	48	32.7
Filipino	18	18	3	16.7
Hispanic or Latino	552	541	191	35.3
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	15	15	3	20.0
White	57	57	21	36.8
English Learners	104	102	33	32.4
Foster Youth	11	11	6	54.5
Homeless	30	29	16	55.2
Socioeconomically Disadvantaged	641	633	228	36.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	131	131	55	42.0

### 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:** TBD, Parent Liaison

**Phone Number:** (909) 980-0969

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

#### 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

**Only (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	7.08	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	8.65	0.0	3.66	0.2	3.17
Expulsions	0.0	0.12	0.0	0.04	0.0	0.07

## SCHOOL ACCOUNTABILITY REPORT CARD

### Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.65	0.12
Female	6.41	0.0
Male	10.67	0.23
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	16.67	0.0
Filipino	0.0	0.0
Hispanic or Latino	7.07	0.18
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	13.33	0.0
White	7.02	0.0
English Learners	5.77	0.0
Foster Youth	0.0	0.0
Homeless	16.67	0.0
Socioeconomically Disadvantaged	9.52	0.16
Students Receiving Migrant Education Services	0.0	0.
Students with Disabilities	8.4	0.0

### School Safety

#### SB187 Safety Plan

Date the plan was last updated: 9/22/2022

Date the plan was last reviewed with staff: 10/19/2022

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.

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

Rancho Cucamonga Middle School and the Rancho Cucamonga Police Department have a close relationship, and they provide us with a school resource officer. The officer takes part in our discipline assembly by speaking to the students. The officer also cites the students in juvenile traffic court when their behavior warrants the citation. We have a closed campus with before and after-school supervision. All visitors must check-in and out with the front office before visiting classrooms or leaving. All staff members are visible during passing periods, and many spend time outside during lunch.

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.

RCMS 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. Therefore, we utilize responsibility-centered discipline to help students learn to take responsibility for their behaviors and, thus, create an environment that brings out the best in every student. Additionally, we utilize restorative practices to promote inclusiveness, relationship-building, and problem-solving.

### Student Support Services

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

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



## SCHOOL ACCOUNTABILITY REPORT CARD

If a student is At-Risk academically, we offer intervention classes to assist in meeting their academic needs. Students with disabilities are provided access to the core curriculum and can participate and receive support in the general education setting. Teachers offer before-school and after-school tutoring and academic classes on Saturdays to meet the needs of our students regularly. Teachers employ peer tutoring as a strategy to help students within their classrooms. In addition, we offer clubs, sports, and tutoring several days a week.

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

### Other SARC Information

#### Academic Counselors and Other Support Staff

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	767.0
Psychologist	0.5	
Library Media Services Staff (paraprofessional)	1.0	
Nurse	0.25	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	3.0	
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.

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

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+
English	21	19	19		21.0	15	19	1	19	20	18			
Mathematics	23	16	16	2	22.0	14	16	1	19	22	15			
Science	28	3	12	6	25.0	4	15	1	22	9	15			
Social Science	25	8	12	4	25.0	3	17		22	9	15			

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). At the secondary school level, this information is reported by subject area rather than grade level.

### School Finances

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$8,186	\$1,172	\$7,014	\$91,055
District			\$6,464	\$90,757
State			\$6,594	\$84,612
Percent Difference: School/District			9%	0%
Percent Difference: School/State			6%	8%

- **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 2021-22)

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
After School Safety Program (ASES)	1.500
Restricted Lottery	102,917
Total	\$104,417

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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

### Professional Development

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

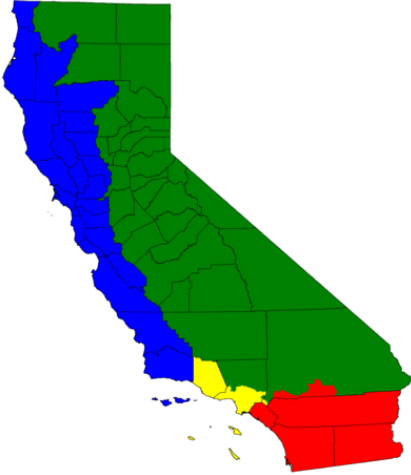
Continuous growth and refinement of our skills to help students be successful is the most critical thing we can do to improve the achievement levels of all students. Cucamonga School District is committed to providing quality professional development opportunities for all employees certificated and classified, 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/](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.

