

District Accountability Report Card 2009-10 School Year - Published in 2010-11

Janet Temkin - Superintendent

Superintendent's Message

On behalf of the Board of Trustees and staff of the Cucamonga School District, I would like to welcome you to our schools. As a school district we believe that education is the key to a successful future. To meet the challenge of preparing our students for the future, we focus our efforts on providing a high quality educational program and measuring our success by the continual growth in student achievement.

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Janet Temkin
Superintendent

District History

Established in 1870, the Cucamonga School District is rich in history. The first inhabitants of the region were the Gabrielino and Serrano Indian Tribes. Later the area was part of 13,000 acres granted from the San Gabriel Mission to Mr. Tiburico Tapia, which became the Rancho of Cucamonga. The first school was held in a room of the historic Rains House, which still stands today as a museum.

Today, the Cucamonga School District provides approximately 2,700 students with school buildings second-to-none.

Test Scores

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

2009-10 Test Scores — Percent Scoring At the Proficient or Advanced Level

English - Language Arts	District Average	State Average	Math	District Average	State Average	Science	District Average	State Average	History Social Science	District Average	State Average
All Students	50%	52%	All Students	54%	48%	All Students	54%	54%	All Students	51%	44%

Essential Facts About Our District

Students			Teachers			Resources		
Student Facts	District Average	State Average	Teacher Facts	District Average	State Average	Resource Facts	District Average	State Average
Students enrolled as learning disabled	10%	11%	Teachers with full credentials	100%	N/A	Students per teacher (Per Pupil Ratio)	20.0	21.3
Students who are still learning English	31.6%	24%	Teachers with partial or emergency credentials	0.0%	N/A	Students per computer	4.0	4.9
Students from lower income families	81.9%	55%	Average Years Teaching	13.7	13.6	Dollars per student Unrestricted Funds (2008-09)	\$5,161	\$5,681
			1st Year Teachers	2%	3%			
			2nd Year Teachers	5%	4%			

Elementary Schools Overview

This report is intended to provide parents and the community with key facts about the teachers and resources we provide to the students in our elementary schools.

- The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. On each of these assessments, student scores are reported as performance levels.
- **Class Sizes:** Class sizes vary at each grade level, based on the availability of funding, teachers, and classrooms. Class size averages, based on grade level, ranged from a low of 19.0 to a high of 33.0 in our elementary schools.
- **Teachers:** One-hundred percent of our elementary school teachers hold a full credential. About 58% of all classes were taught by teachers who have attained masters degrees or higher levels of education.
- **Students and Resources:** Thirty-four percent of our elementary school students are still learning English. In addition, about 76% percent of our elementary school students qualify for free or reduced price lunches, which is based on their family income.
- **Quality, Currency, and Availability of Textbooks and Instructional Materials:** The adoption of the resolution regarding sufficiency of instructional materials for fiscal year 2010-2011 pursuant to Education Code Section 60119 and 60422(b) was done on 9/9/10.



2009-10 Student Proficiency By Subject, Based on Test Scores			
District	% Basic	% Proficient or Above	% Advanced
English	30%	31%	19%
Math	26%	28%	28%
Science	33%	37%	17%
State	% Basic	% Proficient or Above	% Advanced
English	27%	29%	26%
Math	20%	28%	36%
Science	24%	31%	24%

2009-10 School Class Sizes	
Grade Level	District Average
Kindergarten	30.0
Grade 1	19.0
Grade 2	19.0
Grade 3	30.0
Grade 4	33.0
Grade 5	31.0

2010-11 Adopted Textbooks	
Course/Content Area	Publisher
Reading/Language Arts	Houghton-Mifflin K-5 OpenCourt/McGraw-Hill K-5 Hampton Brown (Supplementary 4-5)
Mathematics	Houghton-Mifflin K-5
Science	Pearson Scott-Foresman K-5
History-Social Science	Pearson Scott-Foresman K-5
ELD	Hampton Brown K-8
Music	Silver Burdett-Ginn K-5 Neil Kjos Music Co. (Band)
Health	Primarily Health K-3 Harcourt Brace 4-5

Essential Facts About Our Elementary Schools

Students	
Student Facts	K-5 Average
Students enrolled as learning disabled	9.6%
Students who are still learning English	34%
Students from lower income families	76%

Teachers	
Teacher Facts	K-5 Average
Teachers with full credentials	100%
Teachers with partial or emergency credentials	0.0%
Average Years Teaching	14.1
1st Year Teachers	3.5%
2nd Year Teachers	2.3%

Resources	
Resource Facts	K-5 Average
Students per teacher (Per Pupil Ratio)	21.9
Students per computer	4.3

Test Scores: How Groups of Elementary Students Compare

Standardized Testing and Reporting Results by Student Group (2009-10)

This table displays the percent of students by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period, for our elementary schools.

Group	Percent of Students Scoring at Proficient or Advanced Level		
	English-Language Arts	Math	Science
Black—African American	41%	47%	41%
Asian	71%	71%	82%
Filipino	68%	68%	*
Hispanic or Latino	45%	52%	48%
White	57%	63%	68%
Male	45%	54%	45%
Female	51%	55%	51%
Economically Disadvantaged	44%	52%	51%
English Learners	42%	51%	32%
Students with Disabilities	28%	39%	*

Short and Long-Term Progress of the Elementary School Students

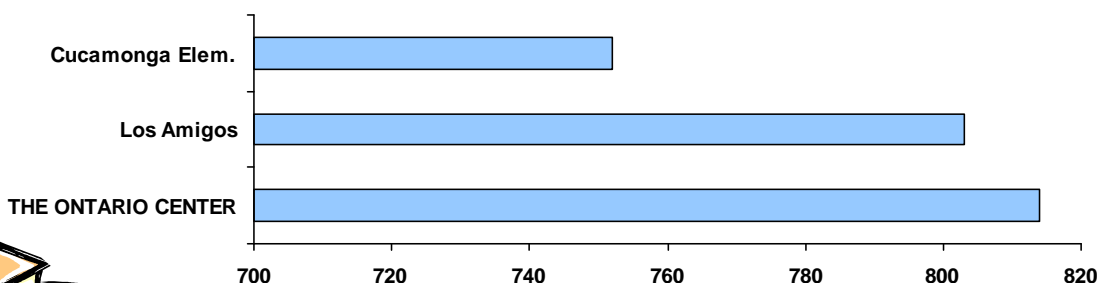
The Academic Performance Index, is a method of comparing schools based on all their students' test scores across all grade levels, on a scale from 200 to 1000. The State Board of Education has established 800 as the long-term goal for all schools.

All of our elementary schools met their target goal. This means that 100% of our elementary schools had met their short-term goals.

As of 2009-10, two of the three elementary schools had met the state's long-term goal of 800.

The following chart provides each school's progress over the last three years, both short and long-term.

School Name	API Scores			Net Gain	Expected Gain	Target Met
	07-08	08-09	09-10			
Cucamonga Elementary School	720	726	752	26	5	Yes
Los Amigos Elementary School	756	776	803	27	5	Yes
THE ONTARIO CENTER	775	774	814	42	5	Yes



Middle School Overview

This report is intended to provide parents and the community with key facts about the teachers and resources we provide to the students in our middle school.

- The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. On each of these assessments, student scores are reported as performance levels.
- Class Sizes:** Class sizes vary at each subject level, based on the availability of funding, teachers and classrooms. In Rancho Cucamonga Middle School, class size averages, based on subject area, ranged from a low of 26.9 to a high of 30.5.
- Teachers:** One-hundred percent of our teachers hold a full credential. About 44% of all classes were taught by teachers who have attained masters degrees or higher levels of education.
- Students and Resources:** Twenty-one percent of our middle school students are still learning English. In addition, about 75% percent of our middle school students qualify for free or reduced price lunches, which is based on their family income.
- Quality, Currency, and Availability of Textbooks and Instructional Materials:** The adoption of the resolution regarding sufficiency of instructional materials for fiscal year 2010-2011 pursuant to Education Code Section 60119 and 60422(b) was done on 9/9/10.



2009-10 Student Proficiency By Subject, Based on Test Scores			
District	% Basic	% Proficient or Above	% Advanced
English	31%	32%	19%
Math	27%	31%	21%
Science	15%	21%	34%
History-Social Science	22%	32%	19%
State	% Basic	% Proficient or Above	% Advanced
English	28%	29%	26%
Math	28%	28%	16%
Science	19%	21%	38%
History-Social Science	27%	22%	25%

2008-09 Middle School Class Sizes	
Subject	District Average
English	26.9
Mathematics	28.6
Social Science	28.0
Science	30.5

2009-10 Adopted Textbooks	
Course/Content Area	Publisher
Reading/Language Arts	Pearson Prentice Hall 6-8
Mathematics	Holt, Rinehart, and Winston 6-8
Science	Pearson Prentice Hall 6-8
History-Social Science	Pearson Prentice Hall 6-8
ELD	Hampton Brown K-8
Music	Neil Kjos Music Co. (Band)
Health	Teen Health
Visual and Performing Arts	Music / Standards of Excellence Art / Scott Foresman

Essential Facts About Our Middle School

Students	
Student Facts	School Average
Students enrolled as learning disabled	11.6%
Students who are still learning English	21%
Students from lower income families	75%

Teachers	
Teacher Facts	School Average
Teachers with full credentials	100%
Teachers with partial or emergency credentials	0.0%
Average Years Teaching	13.1
1st Year Teachers	0%
2nd Year Teachers	10%

Resources	
Resource Facts	School Average
Students per teacher (Per Pupil Ratio)	21.8
Students per computer	3.6

Test Scores: How Groups of the Middle School Students Compare

Standardized Testing and Reporting Results by Student Group (2009-10)

This table displays the percent of students by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period, for our middle school.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	Math	Science	History/Social Science
All Students in the LEA	50%	54%	54%	51%
All Students at the School	51%	53%	55%	51%
Male	46%	51%	55%	53%
Female	54%	54%	55%	50%
Black or African American	46%	53%	50%	45%
Asian	84%	94%	10%	10%
Filipino	77%	84%	73%	73%
Hispanic or Latino	46%	47%	46%	46%
White	64%	60%	81%	67%
Economically Disadvantaged	46%	50%	52%	50%
English Learners	24%	30%	24%	25%
Students with Disabilities	22%	21%	20%	19%

Short and Long-Term Progress of the Middle School Students

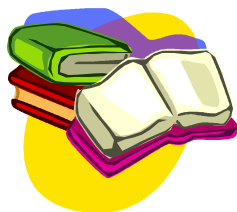
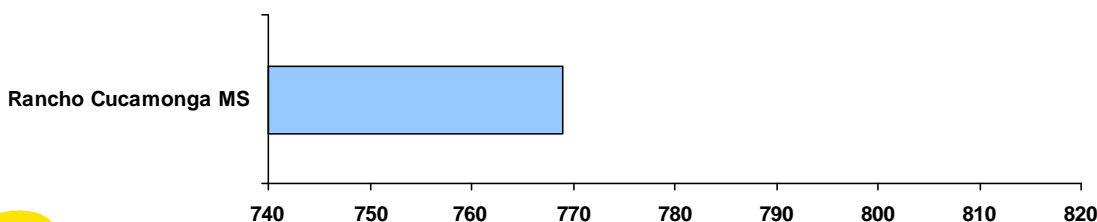
The Academic Performance Index, is a method of comparing schools based on all their students' test scores across all grade levels, on a scale from 200 to 1000. The State Board of Education has established 800 as the long-term goal for all schools.

Our middle school met their target goal.

As of 2009-10, the middle school had not met the state's long-term goal of 800.

The following chart provides the school's progress over the last three years, both short and long-term.

School Name	API Scores			Net Gain	Expected Gain	Target Met
	07-08	08-09	09-10			
Rancho Cucamonga Middle School	731	727	769	42	5	Yes



School Directory and Schools Worth Noting

School Directory					
School Name	Grade Range	Principal	Address	City	Phone
Cucamonga Elementary School	K-5	Joyce Kozyra	8677 Archibald Avenue	Rancho Cucamonga	(909) 980-1318
THE ONTARIO CENTER	K-5	Becky Speh	835 North Center Avenue	Ontario	(909) 948-3044
Los Amigos Elementary	K-5	Mariza Naylor	8496 Ninth Street	Rancho Cucamonga	(909) 982-8387
Rancho Cucamonga Middle School	6-8	Bruce LaVallee	10022 Feron Blvd.	Rancho Cucamonga	(909) 980-0969

Schools Worth Noting	
Distinguished School Honorable Mention	Title I Academic Achievement Award
THE ONTARIO CENTER SCHOOL	THE ONTARIO CENTER SCHOOL Rancho Cucamonga Middle School

District Vision

In the Cucamonga School District, student achievement is the focus of the District and everyone is motivated to help all students succeed academically, socially, and economically. A partnership between administration, staff, parents, students, and community allows everyone to share the responsibility and to work together to ensure achievement and success for all students. Our highly qualified staff uses standards, data and research to continuously improve classroom instruction. Student success is enhanced by an environment where tolerance is promoted and everyone is treated with respect and dignity.

District Goals:

Goal 1: Student Achievement

Focus on, promote and challenge the success of all students to meet or exceed grade level standards through scientifically research based quality curriculum and effective teaching strategies and professional development.

Goal 2: Parent/Community Involvement

Increase the effectiveness of parents, teachers and students working together as a team, through regular communication to ensure student achievement and success.

Goal 3: Finance/Resources/Facilities

Use all available resources to support optimum learning experiences for students by establishing priorities and controls which ensure spending in a responsible manner.



"PURSUING ACADEMIC EXCELLENCE"	
<p>CUCAMONGA SCHOOL DISTRICT</p> <p>Janet Temkin, Superintendent Marianne Jagers, Assistant Superintendent, Business Services Richard Dahlin, Director, Personnel & Pupil Services</p> <p>8776 Archibald Avenue Rancho Cucamonga, California 91730 (909) 987-8942</p>	<p>BOARD OF EDUCATION</p> <p>Laura Hendison, President Elsie Millet, Vice President Eric Montague, Clerk David Ortega, Member Yolanda Strong Reed, Board County Representative</p>