



Cucamonga School District

8776 Archibald Avenue
Rancho Cucamonga, CA
91730
(909) 987-8942

Administration

Claudia Maidenber
Superintendent

Pamela J. Wright
Assistant Superintendent
Educational Services

Dan Moore
Coordinator, Personnel
and Pupil Services

Bobbie Foote
Business Manager

Cucamonga Elementary School's Mission Statement

The Cucamonga Elementary School community appreciates that our diversity is a common bond that connects us all. Quality academic, social, cultural and physical experiences will be provided in a safe, nurturing environment. Our children will value themselves, others and become productive citizens, living in the 21st Century with a clear, unlimited and fearless vision!



School Accountability Report Card

Cucamonga Elementary School

A Profile for the Community

2003-04 School Year

www.cuca.k12.ca.us

8677 Archibald Avenue - Rancho Cucamonga, CA. 91730 - (909) 980-1318 - Fax (909) 980-4040

Introduction

This "School Accountability Report Card" is an effort to communicate to you, our public, the educational status and accomplishments of your neighborhood school giving you data for the 2002-03 school year. Under the provisions of Proposition 98, we have developed the necessary elements or categories within which each school in the Cucamonga School District will be reporting its progress.

Principal's Message

We believe that parents, students and staff work as a team to ensure student achievement and success. As the oldest school, we reflect the Cucamonga School District's commitment to value parents and their children. We encourage your input, and we invite you to tap into our resources as well.

Sincerely,
Mariza Naylor, Principal

Opportunities for Parent Involvement

Contact: Mariza Naylor
Phone Number: (909) 980-1318

Parents are an integral part of student success. Studies show that when parents participate in their children's education, their children do better in school. The coordinator of our Title I Program works hard to recruit volunteers as does our whole staff. A group of parents meet each morning in copying, cutting and stapling for teachers. 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 the school and/or become involved in the PTSA, Site Council or English Language Advisory Council, please contact the principal.

We hold monthly PTSA meetings, School Site Council meetings, English Advisory Council meetings, and English classes for parents all in order to involve the community in our school.

Demographic Information

Student enrollment, at California Basic Education Data Systems (CBEDS) for 2002-03, for Cucamonga Elementary School, was 639. The following chart outlines the racial/ethnic breakdown of the student body:

Racial/Ethnic Category	Percentage of Students
African-American	10.9
American Indian/Alaska Native	1.1
Asian-American	1.7
Filipino	2.0
Hispanic or Latino	71.1
Pacific Islander	0.3
White (Not Hispanic)	12.5
Multiple or No Response	0.5

School Enrollment by Grade Level

The following chart outlines the number of students in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2002-03:

Grade Level	Enrollment
Kindergarten	99
Grade 1	99
Grade 2	126
Grade 3	135
Grade 4	92
Grade 5	107

Substitute Teachers

The Personnel Department of the Cucamonga School District actively recruits qualified Substitute Teachers on a regular basis. Training is provided at the beginning of each year to all Substitute Teachers and a handbook is provided for reference. Substitute Teachers are evaluated at the end of each assignment to ensure quality service is provided. Cucamonga School District had an average of 116 regular substitute teachers available on the substitute list for the 2002-03 school year.

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Class Size and Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Even though class size continues to increase in California, the Cucamonga School District is committed to implementing class size reduction. The following charts outline the average class size, the number of classrooms for each range of students by grade level and percentage of class size reduction participation for 2000-01, 2001-02 and 2002-03 as reported by CBEDS for each year:

Grade	2001				
	Avg.	1-20	21-32	33+	% CSR
K	16.67	6	0	0	100
1	18.80	5	0	0	100
2	15.83	6	0	0	100
3	17.33	6	0	0	100
4	31.33	0	3	0	
5	27.67	0	3	0	
K-3	17.67	3	0	0	100
4-5	27.00	0	1	0	

Grade	2002				
	Avg.	1-20	21-32	33+	% CSR
K	20.00	5	0	0	100
1	19.33	6	0	0	100
2	20.00	3	0	0	100
4	30.50	0	4	0	
5	31.67	0	3	0	
K-3	19.38	8	0	0	100
4-5	29.00	0	1	0	

Grade	2003				
	Avg.	1-20	21-32	33+	% CSR
K	19.80	5			100
1	19.67	6			100
2	18.80	5			100
3	31.67		3		
4	31.33		3		
5	32.33		2	1	
K-3	20.00	1			100
3-4	33.00			1	
4-5	32.00		1		

Teacher Evaluation, Professional Development, Training and Curriculum Improvement

Teachers are evaluated on a regular basis by the principal who has been identified as qualified as per No Child Left Behind legislation. Teacher evaluation is an essential part of ensuring quality schools. All District schools follow the District approved teacher and clerical evaluation procedures. All new and continuing teachers are observed in the process of teaching their classes. After the observations, the teacher and the administrator meet to discuss the effectiveness of the lesson as well as other concerns that either may have. The results of this conference are written up and become a part of the teacher's personnel record. As teachers gain more experience, the observations may be expanded to include other forms of evaluation mutually agreed upon by the administrator and the teacher.

Professional development days are provided to keep teachers abreast of new techniques and methodologies in education. Staff Development activities are aligned with the goals of the District and Schools' Site Plan.

Teacher Assignments

The State Department of Education requires all teachers to have a completed Bachelor's Degree plus 30 additional units of credit to be certificated to teach in California public schools. Teaching assignments are made by the school principal. All of Cucamonga Elementary School's teachers are appropriately credentialed as indicated by the chart below:

	2001	2002	2003
Total Teachers	36	34	31
Full Credential	33	30	28
Emergency Credential	3	4	3



Student Support Services

Research shows that school achievement correlates highly with school attendance. Attendance is closely monitored. Programs which reward good attendance and remediate poor attendance include the Student Attendance Review Team and the County Student Attendance Review Board. Lost days mean that schools receive less money, which results in reduced services to the students. The staff, parents, and students at Cucamonga Elementary School are working together to maintain a high percentage of attendance. There are no documented drop-outs from Cucamonga Elementary School.

Staffing

Cucamonga Elementary School is staffed with a Principal, and a total of 36 teachers. There is a Special Projects Teacher who oversees our reading program. There is a Resource Specialist Teacher and a Physical Education Specialist. We share the services of a School Nurse, School Psychologist, Speech Teacher, Technology Coordinator, and English Language Learner Coordinator.

Other Employees include office staff, instructional assistants, speech assistant, health technician, library clerk, noon supervisors, custodial staff and food services personnel. Advanced degrees are held by 25.8% of the certificated staff.

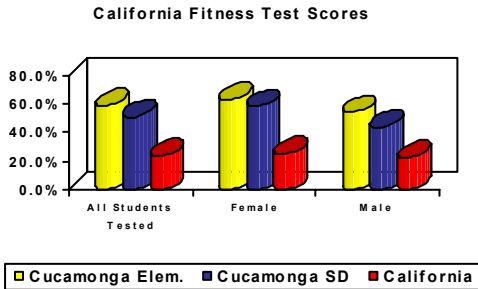
Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. Kindergarten students attend school 180 days. Students in grades 1-8 attend school for 169 full days and 11 minimum days. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

2002-03 Instructional Minutes		
Grades	Required	Actual
K	36,000	36,900
1-3	50,400	54,700
4-6	54,000	54,700

California Fitness Test

In the spring of each year, Cucamonga Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



Climate for Learning

The students, staff, and parents of Cucamonga Elementary School form a unique community of people engaged in the important task of learning. A safe and caring learning environment is essential to student success. We take pride in our friendly atmosphere. Students and adults are treated with dignity, and each individual is respected for his/her uniqueness. Cucamonga's progressive discipline program includes rules of conduct and reflects the District's philosophy which makes students aware of acceptable behavior and holds them accountable for their actions, behaviors and conduct at school as well as school sponsored activities and events. Recognition activities such as Honor Roll, Achievement Awards and student certificates from local vendors used in the classrooms, promote positive behavior. The staff prides itself on communication with parents through newsletters, progress reports, parent contacts, conferences, weekly notes and report cards.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year.

	School			District		
	2001	2002	2003	2001	2002	2003
Suspensions	13	9	21	174	133	136
Suspensions (rate)	2.0%	1.4%	3.2%	6.2%	1.7%	4.7%
Expulsions	0	0	0	1	13	7
Expulsions (rate)	0%	0%	0%	.04%	.5%	.2%

Textbooks and Other Instructional Materials

All students are afforded Standards based quality textbooks and materials. Funds are available for the purchase of consumable texts, additional books and updates as needed. All students have access to our school library where resources are available to support and augment the school program.

The following textbooks have been adopted for use in the Cucamonga School District for the 2003-04 school year:

Course/Content Area	Publisher
History	Houghton Mifflin K-5 Houghton Mifflin 6-7 Prentice Hall 8
Science	Harcourt Science K-5 Holt, Science & Technology 6-8
Health	Primarily Health K-3 Harcourt Brace 4-5 Teen Health
Language Arts	Houghton-Mifflin K-5 Open Court/McGraw-Hill K-5 Hampton Brown (Supplementary 4-5) Prentice Hall 6-8
Mathematics	Scott-Foresman K-6 Prentice Hall 7-8
Music	Silver Burdett-Ginn K-5 Neil Kjos Music co. (Band)
ELD	Hampton Brown K-8

Materials such as math manipulatives, core literature, and leveled reading books are also utilized in the instructional program. Our Special Education program is using Hampton Brown High Point. All classrooms have access to an overhead projector, audio cassette, TVs, video recorders, video cameras, filmstrip projectors, and laser disc players, computers and the internet.

The Board of Trustees has formally adopted the State recommended content standards for Language Arts, Mathematics, History/Social Science, Science and English Language Development. Standard based instructional materials have been provided for all students in all of these content areas. Teachers and parents are provided with a listing of grade level specific content standards. 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.



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Quality of Instructional Leadership

Curriculum and instructional practices at Cucamonga Elementary School reflect the latest recommendation of the State Department of Education outlined in the State Frameworks and *the State Standards*.

A vision for the school is created through a three year School-Based Plan. The plan is developed by staff with the School Site Council (SSC) giving input from the parents. Through their weekly grade level RESULTS meetings, teams of staff members for each area of the plan regularly monitor the implementation, as well as, evaluate and monitor the plan.

The Leadership team, made up of representatives from each grade level, special interest areas, the principal, and special project coordinator, together with the SSC ensure that the needs of all students are addressed each year in the school plan. A Student Study Team operates within the school to look at individual student's needs and make recommendations to give students better learning opportunities. Students, parents and staff are informed of their rights to equitable treatment regardless of gender, ethnicity, or disability. Wherever possible, Cucamonga Elementary School uses the Interest Based Problem-Solving Method to help make decisions as a collaborative team.

Special Programs

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district. The following information is for the 2002-03 school year:

Programs	Funds
Safety Drug Free School	\$3,487
SBCP	\$51,179
Textbooks	\$17,188
General Fund	\$47,200
Title I	\$186,159

Salary Comparison

Average salaries are reported for the 2001-02 school year, the most recent year for which statewide averages are available. The District spent 44.70% of the total District budget on teachers' salaries as compared to the statewide average of 42.96%. The District spent 6.41% of the total District budget on administrators' salaries as compared to the statewide average of 6.17% for Districts in the same category.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,101	\$35,371
Mid-Range Teacher Salary	\$57,005	\$55,531
Highest Teacher Salary	\$69,288	\$67,900
Average Principal Salary (Elementary)	\$88,131	\$83,242
Average Principal Salary (Middle)	\$88,131	
Superintendent Salary	\$122,000	\$115,103
Percentage of Budget for Teachers Salaries	44.70	42.96
Percentage of Budget for Administrative Salaries	6.41	6.17

District Expenditures

The following chart compares the District with the state averages for 2001-02, which is the most current information available from the state for comparison purposes. District total dollars include salaries, instructional materials, maintenance, transportation, and capital expenses.

District	District	State Average for Districts in Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$16,887,142	\$6,099	\$6,444	\$6,719

Safety, Cleanliness and Adequacy of School Facilities

SB187 Safety Plan

Date the plan was last updated: 2/4/03

Date the plan was last reviewed with the staff 2/5/03

The comprehensive Safe School Plan includes data regarding school 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) schoolwide 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, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

In order to ensure a safe and orderly environment for all students, a safety and disaster preparedness plans are in place. School rules are firmly and fairly enforced. The safety and cleanliness of school facilities at Cucamonga Elementary School are of critical importance. Our staff is constantly on the alert to ensure that our school is a safe place for students. Students are encouraged to keep the campus clean.

Cucamonga Elementary School was opened in 1957. The office building, the library, and computer lab were remodeled along with five classroom wings. The student bathrooms have been upgraded. There are thirteen new relocatables which includes a new Preschool building with 2 state Preschools. There exists a full-size cafeteria with a stage. The sports fields are well maintained by our District Maintenance Department and serves as our playground as well as a community sports area.



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California Standards Test (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California State Department of Education Web site at star.cde.ca.gov or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CALIFORNIA STANDARDS TESTS (CST) ALL STUDENTS % of Students Scoring at Advanced and Proficient Levels									
SUBJECT	SCHOOL			DISTRICT			STATE		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
ENGLISH LANGUAGE ARTS	22	21	21	21	24	27	30	32	35
MATHEMATICS	-	25	27	-	25	28	-	31	35

CALIFORNIA STANDARDS TESTS (CST) RACIAL/ETHNIC GROUPS % of Students Scoring at Advanced and Proficient Levels							
SUBJECT	AFRICAN-AMERICAN	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	FILIPINO	HISPANIC OR LATINO	PACIFIC ISLANDER	WHITE (NOT HISPANIC)
ENGLISH LANGUAGE ARTS	24	-	-	-	17	-	40
MATHEMATICS	15	-	-	-	25	-	49

CALIFORNIA STANDARDS TESTS (CST) SUBGROUPS % of Students Scoring at Advanced and Proficient Levels								
SUBJECT	MALE	FEMALE	ENGLISH LEARNERS	SOCIOECONOMICALLY DISADVANTAGED		STUDENTS WITH DISABILITIES		MIGRANT EDUCATION SERVICES
				YES	NO	YES	NO	
ENGLISH LANGUAGE ARTS	22	21	12	20	26	5	23	-
MATHEMATICS	31	22	23	27	27	11	28	-

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT, adopted by the California Board of Education) this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California State Department of Education Web site at star.cde.ca.gov or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NORM-REFERENCED TEST (NRT) ALL STUDENTS % OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE									
SUBJECT	SCHOOL			DISTRICT			STATE		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
READING	42	41	30	40	42	34	44	45	43
MATHEMATICS	49	49	38	45	49	42	53	55	50

NORM-REFERENCED TEST (NRT) RACIAL/ETHNIC GROUPS % OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE							
SUBJECT	AFRICAN-AMERICAN	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	FILIPINO	HISPANIC OR LATINO	PACIFIC ISLANDER	WHITE (NOT HISPANIC)
READING	36	-	-	-	26	-	54
MATHEMATICS	29	-	-	-	36	-	55

NORM-REFERENCED TEST (NRT) SUBGROUPS % OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE								
SUBJECT	MALE	FEMALE	ENGLISH LEARNERS	SOCIOECONOMICALLY DISADVANTAGED		STUDENTS WITH DISABILITIES		MIGRANT EDUCATION SERVICES
				YES	NO	YES	NO	
READING	28	33	21	27	40	9	32	-
MATHEMATICS	38	37	33	38	37	20	39	-

Academic Performance Index (API)


The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis the state has set 800 as the API score that schools should strive to meet. API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California State Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the principal.

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percentage Tested	100	100	100	Percentage Tested	100	100	99
API Base Score	557	646	662	API Growth Score	646	661	664
Growth Target	12	8	7	Actual Growth	89	15	2
Statewide Rank	3	4	4				
Similar Schools Rank	6	7	9				
API Subgroups—Racial/Ethnic Groups							
Hispanic or Latino							
API Base Score	536	624	646	API Growth Score	621	643	644
Growth Target	10	6	6	Actual Growth	85	19	-2
Socioeconomically Disadvantaged							
API Base Score	554	626	643	API Growth Score	623	640	660
Growth Target	10	6	6	Actual Growth	69	14	17

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Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the years 2002 or 2003.

SCHOOL				DISTRICT			
FEDERAL PROGRAMS	2001	2002	2003	FEDERAL PROGRAMS	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	1	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	20.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement	-	-	-				
CALIFORNIA PROGRAMS	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	Yes	No				
Eligible for II/USP	No	-	-				
Applied for II/USP Funding	No	-	-				
Received II/USP Funding	No	-	-				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act of 2001 (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/index.asp> or by speaking with the school principal.

GROUPS	SCHOOL			DISTRICT		
	2001	2002	2003	2001	2002	2003
All Students	-	-	Yes	-	-	Yes
African American	-	-	N/A	-	-	Yes
American Indian or Alaska Native	-	-	N/A	-	-	N/A
Asian	-	-	N/A	-	-	N/A
Filipino	-	-	N/A	-	-	N/A
Hispanic or Latino	-	-	Yes	-	-	Yes
Pacific Islander	-	-	N/A	-	-	N/A
White (Not Hispanic)	-	-	N/A	-	-	Yes
Socioeconomically Disadvantaged	-	-	Yes	-	-	Yes
English Learners	-	-	Yes	-	-	Yes
Students with Disabilities	-	-	N/A	-	-	No

"PURSUING ACADEMIC EXCELLENCE"

CUCAMONGA SCHOOL DISTRICT BOARD OF EDUCATION

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