

Dear Cucamonga School District Friends and Colleagues,

As I say goodbye, let's take a trip down memory. If you were in the Cucamonga School District in 1994, you were here for all of the story. When I arrived in 1994, there was a small group of dedicated teachers that stayed with the district. However, the typical teacher turn over was about one-third of the staff each year. There were no recently adopted textbooks and there was not a textbook for every student in all subjects. The District did not have any adopted curriculum, did not have a group that worked on coordination/improvement of the program and professional development was haphazard to nonexistent. Student achievement was among the lowest in the County as measured by the Comprehensive Test of Basic Skills (CTBS) that was given at the end of each school year. The District had just lost the majority of its funding for English Learners. Funds that supported intervention programs were significantly lower than the typical district of our type.

Over the last fifteen years so much has changed because of everyone working together.

- ★ The data that was submitted that determines the basis for funding of English Learner and instructional support programs (Title I) was improved which tripled the funding resources.
- ★ General fund money was allocated for curriculum development and professional development.
- ★ Our Curriculum Councils have developed standards to guide the instruction for each grade level coupled with standards based tests.
- ★ Assessment data is consistently used to guide the instructional program and time is regularly provided to allow for grade levels to discuss and use this data to guide the instructional program. (STPT)
- ★ Textbooks are reviewed in depth and adopted along with the State adoption cycle and supplemental funding from the general fund is provided to ensure all students have the appropriate materials including support supplemental materials.
- ★ Quality and in depth professional development is provided on the Marzano researched based strategies that have been proven to significantly improve teaching/learning.
- ★ The Response to Intervention (RtI) model has been used to coordinate Title I, special education and other instructional support program.
- ★ Our teaching staff has significant longevity which allows for the continued growth and improvement of skills and talents as staff members participate in the on-going professional development.
- ★ Typically, the poorer the community the lower the student achievement as measured by the State test. However, in Cucamonga we still are among the poorest districts in the County; AND,
- ★ ***Student achievement as measured by the State tests are higher than more than half of the school districts in the County.***

It has been a pleasure working with all of you. Thank you for allowing me to be a part of this dynamic group that has proven their determination and dedication to ensuring all of our children learn and grow and have the ability to lead lives built on positive achievement.

Farewell,

Claudia