

DATE ELEMENTARY SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades PreK-5
Larry Elwell, Principal 2006-07
Bill R. Olinger, Principal 2005-06
9011 Oleander Avenue - Fontana, CA 92335
(909) 357-5240 - FAX (909) 357-5249

2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired October 2006.

Principal's Message

The Date Elementary staff is committed to providing our students with a variety of core and supplemental programs aimed at meeting the needs of our diverse student population. These services are designed to build upon our students' strengths, to ensure that they will have a positive school experience, and to develop in them a lifelong desire for learning. Our Mission Statement as stated in this Report Card reflects the high standards for our students and ourselves, to guide us in reaching our goals.

Date Elementary School channels a very high percentage of available funding and human resources directly towards services to children. This includes many after-school and daytime academic assistance programs for qualified students. We are heavily committed to ongoing teacher training through systematic staff development and peer coaching opportunities. As a result, our school's performance on standardized tests has been very positive in recent years. The needs of the individual child are examined when indicated via Coordination of Service and Student Study Teams. We strive to maintain a safe, clean and orderly environment so that teachers can teach and students can learn.

I believe you will find Date Elementary to be a school that is on the road to positive change, a faculty that is professionally skilled and personally committed to meeting the educational needs of all students, and a student population that is motivated to perform well. Please feel free to contact us with your questions or comments.

School Mission

Our mission is to provide the physical, emotional, intellectual and moral foundation for students to be successful in a diverse community. Through innovative teaching we will foster responsibility, teamwork, and recognition of excellence and strive to provide a caring and safe environment. We hold all who enter Date Elementary to the highest academic standards, quality work, a positive attitude, and exemplary effort to achieve their potential.

Parent Involvement

Parents are encouraged to get involved in Date Elementary's learning community by volunteering in the classroom, library or office, attending school events, or sharing in the decision-making process. Events such as Back to School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parent education activities are offered in afternoon workshops and designed to empower parents with the knowledge and skills to help their child at home with class lessons. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and school budgets.

All school-to-home communication is provided in both English and Spanish. Bimonthly newsletters feature information about upcoming events and school activities. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Letters are sent home as needed to remind parents of

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

school events. The brand new marquee displays special announcements and current events reminders. Parents seeking more information about volunteering their time to the school community may contact the school office, the principal, or assistant principal at (909) 357-5240.

School Profile

Date Elementary School is a single-track, year-round school serving 730 students in kindergarten through fifth grade, including 10.0% in special education and 63.0% qualifying for English Language Learner support. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Since the day that Date Elementary opened its doors in 1997, the school continues to make great strides in curricular programs, student achievement, staff training, and parent involvement. Teaching and support staff are highly dedicated individuals, focused on promoting and developing instructional strategies to ensure students acquire mastery and proficiency in all subject areas. The use of technology is strongly emphasized throughout the curriculum and used as a tool to enhance class lessons.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Date Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

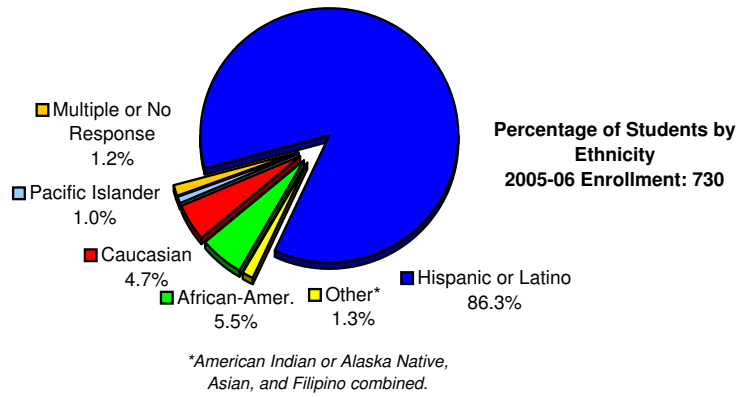
All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Date Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Date Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Aprenda 3 (as of 2005-06), and the California Alternative Performance Assessment (CAPA).



District Benchmark Assessments

Percentage of Students Scoring at Proficient & Advanced Levels

| 2003-04 | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|
| Grade | K | 1 | 2 | 3 | 4 | 5 |
| Reading | 71% | 40% | 21% | 29% | 10% | 17% |
| Math | 80% | 57% | 76% | 69% | 43% | 37% |
| Writing | N/A | 40% | 40% | 50% | 16% | 28% |
| 2004-05 | | | | | | |
| Grade | K | 1 | 2 | 3 | 4 | 5 |
| Reading | 46% | 31% | 36% | 22% | 36% | 43% |
| Math | 75% | 63% | 79% | 58% | 49% | 36% |
| Writing | N/A | 34% | 30% | 39% | 27% | 46% |
| 2005-06 | | | | | | |
| Grade | K | 1 | 2 | 3 | 4 | 5 |
| Reading | N/A | 59% | 59% | 15% | 37% | 63% |
| Math | 76% | 59% | 77% | 46% | 31% | 50% |
| Writing | N/A | 55% | 34% | 51% | 24% | 44% |

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

| | Date | | | FUSD | | | California | | |
|---------|-------|-------|-------|-------|-------|-------|------------|-------|-------|
| | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| Reading | 30 | 20 | 20 | 29 | 27 | 28 | 43 | 41 | 42 |
| Math | 49 | 34 | 35 | 39 | 41 | 39 | 51 | 52 | 53 |

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

2005-06

| | Date | | | | | | |
|---------|---------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
| | African-Amer. | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| Reading | * | * | | | 20 | * | * |
| Math | * | * | | | 37 | * | * |

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results

Other Numerically Significant Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

2005-06

| | Date | | | | | |
|---------|------|--------|------------------|----------------------------|----------------------------|-------------------|
| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| Reading | 19 | 21 | 15 | 20 | * | |
| Math | 42 | 30 | 38 | 35 | * | |

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Date Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. 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."

Upon completion of the 2005-06 fitness exam, 42.0% of fifth grade students scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that

| California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|------------|-------|-------|
| | Date | | | FUSD | | | California | | |
| | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| English-Language Arts | 20 | 22 | 24 | 20 | 25 | 28 | 36 | 40 | 42 |
| Math | 40 | 40 | 34 | 23 | 26 | 27 | 34 | 38 | 40 |
| Science | 12 | 16 | 21 | 9 | 11 | 18 | 25 | 27 | 35 |
| History | | | | 16 | 18 | 17 | 29 | 32 | 33 |

Only grades 5, 8, and 10 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

| California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06 | | | | | | | |
|--|---------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
| | Date | | | | | | |
| | African-Amer. | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| English-Language Arts | 22 | * | * | | 23 | * | 40 |
| Math | 33 | * | * | | 34 | * | 40 |
| Science | * | | * | | 20 | * | * |
| History | | | | | | | |

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

| California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06 | | | | | | |
|---|------|--------|------------------|----------------------------|----------------------------|-------------------|
| | Date | | | | | |
| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| English-Language Arts | 24 | 23 | 17 | 24 | 19 | * |
| Math | 37 | 33 | 32 | 34 | 34 | * |
| Science | 28 | 14 | 8 | 21 | * | * |
| History | | | | | | |

| Academic Performance Index (API) Three-Year Performance Comparison | | | | |
|---|----------------|--------------------------|-------|-------|
| | 2006 API Score | API Rank | | |
| | | 03-04 | 04-05 | 05-06 |
| Statewide Rank | | 4 | 4 | 3 |
| Similar Schools Rank | | 10 | 10 | 7 |
| Results | 2006 API Score | Increase/Decrease in API | | |
| | | 03-04 | 04-05 | 05-06 |
| Schoolwide - All Students | 694 | -3 | 10 | -12 |
| Ethnic Subgroups | | | | |
| Hispanic or Latino | 693 | -10 | 17 | -14 |
| Other Subgroups | | | | |
| Economically Disadvantaged | 694 | -3 | 10 | -12 |
| English Learners | 680 | ** | ** | -13 |

***A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.*

goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Date Elementary School met program targets in only two of its four significant subgroups and therefore did not achieve 2006 AYP schoolwide.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2005-06**

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

| AYP Indicator | Date | FUSD |
|--|------|------|
| Overall School Results | No | No |
| Participation Rate - 2005-06 Target Rate - 95% | | |
| English-Language Arts | Yes | Yes |
| Math | Yes | Yes |
| Percent Proficient (CST Exam) | | |
| English-Language Arts | No | Yes |
| 2005-06 Target Rate - 24.4% | | |
| Math | Yes | Yes |
| 2005-06 Target Rate - 26.5% | | |
| API | Yes | Yes |
| Increase API by one point | | |
| Graduation Rate* | N/A | No |

*Graduation Rate applies to grades 9-12 only.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2005-06, Date Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

Title I Program Improvement (PI) Status

| | Date | FUSD |
|--|-------|-----------|
| PI Status | In PI | Not in PI |
| First Year of PI Implementation | 2005 | 2006-2007 |
| Year in PI | 1 | Year 1 |
| Year Exited PI | N/A | N/A |
| No. of Schools Currently in PI | | 9 |
| Percent of Schools Currently identified for PI | | 22.0 |

School Facilities & Safety

Date Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1997; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

| | |
|------------------------------|-------------|
| Year Built | 1997 |
| Acreage | 7.89 ac |
| Square Footage | 68,403 |
| | Qty. |
| # of Permanent Classrooms | 25 |
| # of Portable Classrooms | 9 |
| # of Restrooms (student use) | 2 sets |
| Library | 1 |
| Computer Lab | 1 |
| Staff Lunch Room | 1 |
| Teacher Work Room | 1 |
| Multipurpose Room | 1 |

Campus Supervision

As students arrive on campus each morning, four aides and two to three teachers are stationed at strategic locations on campus and in the cafeteria to supervise student activities. The principal supervises and greets students at the student drop-off area, and the assistant principal helps supervise the playground. During recess, one noon aide and assigned teachers ensure students play safely. At lunch time, four noon aides and both administrators are present in the cafeteria and playground. When students are dismissed for the day, teachers escort their students to the designated pickup and exit areas and remain on duty until all students have departed. The principal and assistant principal direct vehicle and pedestrian traffic, and two noon aides are stationed at strategic locations on the campus. Date Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed and updated on May 6, 2006. The most recent discussion with school staff regarding the school site safety plan took place in May 2006. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department which identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian (senior custodian) and two full-time evening custodians are assigned to Date Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Graffiti and unsafe conditions are resolved immediately by the district's maintenance department. Restrooms are checked routinely throughout the day, based upon a regular cleaning schedule, and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Date Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 15, 2006.

School Site Inspection Most Recent Inspection: February 15, 2006

| Inspection Area | In Good Repair? | Comments or Description of Deficiency |
|---|-----------------|--|
| Gas Leaks | Yes | |
| Mechanical Systems | No | Portable building P4: repair HVAC unit |
| Windows/Doors/Gates (Interior & Exterior) | No | Portable Bldg I-2: repair or replace door hardware |
| Interior Surfaces (Walls, Floors, & Ceilings) | No | In designated areas: steam clean carpet; repair carpet seams |
| Hazardous Materials (Interior & Exterior) | Yes | |
| Structural Damage | Yes | |
| Fire Safety | Yes | |
| Electrical (Interior & Exterior) | Yes | |
| Pest/Vermin Infestation | Yes | |
| Drinking Fountains (Inside & Outside) | Yes | |
| Restrooms | Yes | |
| Sewer | Yes | |
| Playgrounds/School Grounds | Yes | |
| Other | N/A | |

100% of restrooms fully operational during the 2005-06 school year.
Deficiencies notes in school inspection report were corrected immediately by the district's maintenance department. A detailed summary of the school inspection report can be obtained from the district office.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2005-06 school year, Date Elementary did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Date Elementary does not generally experience high levels of disciplinary problems. Students are guided by rules and behavioral expectations established by the Fontana Unified School District. Each teacher develops and shares classroom behavior expectations with their students. School and classroom rules, expectations, and consequences for poor conduct are posted in each class. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavioral trends when addressing consequences for poor choices in behavior.

At the beginning of the school year, school rules and behavioral expectations are shared with students in the classroom and at grade level discipline assemblies. Students are provided a parent/student handbook (English and Spanish) which outlines district policies, school rules, and measures of disciplinary action. Parents are required to review the handbook with their child and then sign and return the handbook's acknowledgement page to their child's teacher. Throughout the school year, assemblies are held by grade level at the beginning of each trimester and as needed, reminding students of their individual behavioral responsibilities. Discipline assemblies for upper grades include discussion on sexual harassment and no bullying policies.

| Suspensions & Expulsions | | | |
|----------------------------|-------|-------|-------|
| | Date | | |
| | 03-04 | 04-05 | 05-06 |
| Suspensions (#) | 30 | 67 | 35 |
| Suspensions (%) | 3.62% | 9.19% | 4.79% |
| Expulsions (#) | 0 | 0 | 0 |
| Expulsions (%) | 0.00% | 0.00% | 0.00% |
| FUSD Elementary Schools | | | |
| | 03-04 | 04-05 | 05-06 |
| Suspensions (#) | 1022 | 1107 | 1040 |
| Suspensions (%) | 4.91% | 5.37% | 5.18% |
| Expulsions (#) | 16 | 14 | 7 |
| Expulsions (%) | 0.08% | 0.07% | 0.03% |

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students demonstrating good citizenship and following school rules are recognized with "Caught Being Good" tickets; students then place their earned tickets in a ballot box. On Fridays, students' tickets are drawn for special prizes and the names of selected ticketholders are announced over the intercom system. At the end of each trimester, students meeting academic goals, demonstrating good citizenship, and having perfect attendance are honored at schoolwide assemblies.

Date Elementary sponsors after-school programs and activities promoting enrichment in academics and fine arts. Students are invited to participate in the after-school music and instrumental program. Math Field day, Writer's Showcase, and the Science Fair provide opportunities for students to participate in fun and challenging projects. Date students are invited to participate in after-school enrichment classes; during the 2005-06 school year enrichment activities centered around computer projects and Internet research.

Instructional Time

During the 2005-06 school year, all instructional time offered at Date Elementary exceeded state requirements. For the 2005-06 school year, Date Elementary offered 180 days of instruction comprised of 142 regular days and 38 minimum days. Date Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

| Grade Level | Instructional Minutes 2005-06 | |
|-------------|----------------------------------|----------------------|
| | Actual Minutes Offered | State Requirement |
| K | 36,000 | 36,000 |
| 1-3 | 53,332 | 50,400 |
| 4-5 | 54,702 | 54,000 |

Class Size

Date Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2005-06 school

year, 100% of Date Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods. Tutor monitors providing in-class intervention help reduce pupil-to-teacher ratios during core instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

| Grade | 2003-04 | 2004-05 | 2005-06 |
|-------|---------|---------|---------|
| K | 100% | 100% | 100% |
| 1 | 100% | 100% | 100% |
| 2 | 100% | 100% | 100% |
| 3 | 100% | 100% | 100% |

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes

| Grade | Avg. Class Size | Number of Classrooms | | |
|-------|-----------------|----------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ |
| | | 2003-04 | | |
| K | 24.0 | 2 | 4 | |
| 1 | 19.3 | 8 | | |
| 2 | 18.4 | 8 | | |
| 3 | 18.4 | 7 | | |
| 4 | 25.5 | | 4 | |
| 5 | 28.0 | | 3 | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| | | 2004-05 | | |
| K | 25.3 | | 4 | |
| 1 | 19.7 | 7 | | |
| 2 | 19.8 | 6 | | |
| 3 | 19.0 | 7 | | |
| 4 | 29.0 | | 4 | |
| 5 | 28.3 | | 4 | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| | | 2005-06 | | |
| K | 30.0 | | 4 | |
| 1 | 19.0 | 6 | | |
| 2 | 19.6 | 7 | | |
| 3 | 20.0 | 5 | 1 | |
| 4 | 28.0 | | 4 | |
| 5 | 29.0 | | 4 | |

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2005-06 school year to support the adoption of

new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Health Adoption Training (K-5, 7 & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Technology
- Shining Star Adoption Training

Date Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2005-06 school year, Date Elementary held three "Buy Back" (staff development) days that focused on:

- Data Review
- Technology
- Step Up To Writing
- Waterford - Primary Grade Literacy
- Writing Skills

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Date Elementary's principal works closely with the assistant principal and teaching staff to lead the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Larry Elwell and Assistant Principal Dan Cooper, Ed.D., work as a team, sharing the many responsibilities of elementary school operations.

Mr. Larry Elwell has been in the educational field for more than 18 years. Mr. Elwell was assistant principal at Palmetto Elementary for two years and was a teacher in South Whittier for 15 years prior to joining Fontana Unified School District. Mr. Elwell holds a BEd (Bachelor of Business Education) with an emphasis in education management, a master's degree in education, a bachelor's degree in journalism, and has acquired a Tier I administrative credential, and his Tier II

administrative credential is in process. Mr. Elwell is in the process of completing his Tier II administrative credential.

Supporting the principal in the decision-making process is the Administrative Team, comprised of the principal, assistant principal, and a lead teacher from each grade level. The administrative team 1) discusses the concerns and suggestions from team members regarding schoolwide issues, 2) defines the role that the team will take with implementation of new curricular programs, 3) refines operational procedures, 4) makes decisions on school activities, and 5) discusses the school budget, staff development needs/supplies, and student discipline issues. A supplemental team comprised of the program manager, reading first coach, technology teacher, and GATE coordinator meets on a regular and as needed basis to discuss and make decisions regarding the curricula of specialized school programs.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2006, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 06-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of

District Adopted Textbooks (Grade K-6)

| Subject | Publisher | Grades | Year Adopted |
|----------------|---|--------|--------------|
| Language Arts | | | |
| | SRA/McGraw-Hill; <i>Open Court Reading</i> | K-5 | 2003 |
| | Hampton Brown: <i>Into English</i> | K-5 | 1998 |
| | Holt, Rinehart & Winston: <i>Literature and Language Arts</i> | 6 | 2003 |
| | Hampton Brown: <i>High Point</i> | 6 | 2003 |
| Math | | | |
| | Scott Foresman: <i>California Mathematics</i> | K-5 | 2001 |
| | McDougal Littell: <i>Mathematics Concepts and Skills</i> | 6 | 2001 |
| Science | | | |
| | McGraw-Hill; <i>Science</i> | K-3 | 2001 |
| | Houghton Mifflin; <i>California Discovery Words Science</i> | 4-5 | 2001 |
| | Prentice Hall; <i>Focus on Earth Science</i> | 6 | 2001 |
| Social Science | | | |
| | Houghton Mifflin; <i>Social Studies</i> | K-5 | 1991 |
| | Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i> | 6 | 2006 |

the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11 inclusive.

Library Resources

The school library is open during school hours and approximately 30 to 40 minutes after school. The library is staffed by a full-time library assistant and features 15,853 titles in English and 279 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, magazines, and books on tape. Eight Internet-accessible computers are available for research activities. Students visit the library with their class at least twice a week; students may visit the library on their own time before school, during lunch, and after school.

Technology Resources

During the 2005-06 school year, Date Elementary had a total of 290 computers; all classrooms had internet access. On average, each classroom has five computers which are used or research, writing projects, Accelerated Reader testing, and Accelerated Math testing. The school's computer lab features 30 Internet-accessible workstations and is used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the math, reading, language arts, social science, and science curricula. The Open Court reading curriculum has a technology component aligned to Open Court textbooks and supplemental materials. Each classroom has a teacher's laptop, SMART Board, and LCD projector which is used to enhance instruction through multimedia presentations and accessing web-based educational programs such as Study Island and *Unitedstreaming*.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Date Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special education teacher and two special education aides who provide full-day instruction in a special day class. One resource specialist (RSP) teacher and one resource specialist aide provide small group and individualized instruction in both the student's general education class and in the resource room. Students receiving RSP support are generally clustered in the general education environment. Resource specialist staff follow the student's Individual Education Plan (IEP) and collaborate with the student's teachers when designing lesson plans. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. The principal and assistant principal review CELDT assessments based on design ELL programs and place students in one of five language fluency levels (level 1 is beginning level of language proficiency and level 5 is advanced English skills). The administrators design and collaborate with four bilingual aides to provide English Learners with individualized and small group lessons at the appropriate language level. Classroom teachers provide English Language Development instruction during language arts time periods; instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. Fourth and fifth grade English Learners may participate in Date Elementary's after-school English Language Acquisition Program (ELAP) as a supplement to their standard language arts curriculum and 1) designed to help students increase English proficiency and prepares them to meet the state's academic content and performance standards, and 2) offers instructional materials and tools that parents may use at home to reinforce ELAP instruction. English Language Development (ELD) instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students are clustered in the classroom to receive differentiated instruction from

GATE-certified teachers. After-school GATE program enrichment activities are offered in a workshop format and scheduled throughout the school year.

Date Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. At the end of each trimester, the performance of students participating in the school's intervention programs is evaluated and instructional strategies adjusted to meet current learning needs. Intervention activities include:

- Off-track Intersession: two-week, 32-hour intervention program. Instruction is provided by certificated teachers who focus on remediation and front-loading of skills/subject area content for upcoming class lessons. Student at the Far Below Basic and Below Basic levels on the district's matrix are given first priority for enrollment and encouraged to attend. Students at the Basic level are welcome based upon availability of space.
- Waterford - Computer-based software program. All students in grades K-3 devote 40 minutes of each week to a computer-based, ready-skills development software program.
- Dragon TAILS: after-school tutoring program provided in sessions; instruction provided by certificated staff.

Professional Staff

Teacher Assignment

For the 2005-06 school year, Date Elementary had 30 teachers who met all credential requirements in accordance with state guidelines.

Teacher Credentials & Assignments

| | Date | | | FUSD | | |
|---|-------|-------|-------|-------|-------|-------|
| | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| Total Teachers | 41 | 37 | 32 | 1780 | 1911 | 1823 |
| Teachers with Full Credential | 37 | 34 | 30 | 1635 | 1771 | 1723 |
| Teachers without Full Credential | 4 | 3 | 2 | 155 | 140 | 100 |
| Teachers in Alternative Routes to Certification | 2 | 3 | 0 | 63 | 168 | 91 |
| Pre-Internship | 1 | 0 | 0 | 47 | 9 | 0 |
| Teachers with Emergency Permits | 1 | 1 | 0 | 56 | 34 | 33 |
| Teachers with Waivers | 0 | 0 | 0 | 0 | 2 | 0 |
| Teachers Teaching Outside Subject Area | 0 | 0 | 0 | 35 | 60 | 34 |
| Teacher Misassignments - Total | 8 | 0 | 5 | ** | 73 | 392 |
| Other Misassignments of Certificated Staff | 0 | 0 | 0 | 45 | 15 | 13 |
| Teacher Misassignments for English Learners | 8 | 0 | 5 | 1404* | 58 | 379 |
| Teacher Vacancies | 0 | 0 | 0 | 0 | 0 | 4 |

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

Percentage of Core Classes:

| Date | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
|-------------------|-----------------------------------|---------------------------------------|
| | 2005-06 | |
| District Totals | 89.3 | 10.7 |
| All Schools | 89.0 | 11.0 |
| High-Poverty Sch. | 94.0 | 6.0 |
| Low-Poverty Sch. | 0.0 | 0.0 |

Teacher Education Levels 2005-06

| | Date | FUSD |
|--|------|------|
| | % | % |
| Doctorate | 0.0 | 1.4 |
| Master's Degree plus 30 or more semester hours | 21.9 | 35.1 |
| Master's Degree | 0.0 | 0.3 |
| Bachelor's Degree plus 30 or more semester hours | 65.6 | 50.8 |
| Bachelor's Degree | 12.5 | 11.0 |
| Less than a Bachelor's Degree | 0.0 | 1.3 |

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, may be required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Date Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Date Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06

| | No. of Staff | FTE |
|------------------------|--------------|-----|
| Counselor | 1 | 0.4 |
| Psychologist | 1 | 0.2 |
| School Nurse | 1 | 0.2 |
| Health Assistant | 1 | 1.0 |
| Adaptive PE Specialist | 1 | 0.1 |
| Adaptive PE Aide | 1 | 0.1 |
| LSH Therapist | 1 | 0.4 |
| LSH Aide | 1 | 0.2 |

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes Date Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, the absent teacher's class is divided and students are placed in another class within the same grade level.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2004-05 | | |
|--|-----------|------------------------------|
| | FUSD | Average of Districts in Same |
| Beginning Teacher Salary | \$36,293 | \$37,540 |
| Mid-Range Teacher Salary | \$61,162 | \$59,426 |
| Highest Teacher Salary | \$77,184 | \$73,925 |
| Average Principal Salaries: | | |
| Elementary School | \$102,289 | \$96,377 |
| Middle School | \$97,640 | \$100,144 |
| High School | \$110,198 | \$109,130 |
| Superintendent Salary | \$185,400 | \$185,251 |
| Percentage of General Fund Expenditures For: | | |
| Teacher Salaries | 42.6% | 40.9% |
| Administrative Salaries | 5.0% | 5.3% |

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Current Expense of Education per Pupil 2004-05 | | | | | |
|---|----------|----------|------------------------------------|---|--------------------------------------|
| Dollars Spent per Student | | | | | |
| Expenditures Per Pupil | Date | FUSD | % Difference - School and District | State Average for Districts of Same Size & Type | % Difference - School Site and State |
| Total Restricted and Unrestricted | \$5,747 | \$7,114 | 80.8% | N/A | N/A |
| Restricted (Supplemental) | \$1,590 | \$2,311 | 68.8% | N/A | N/A |
| Unrestricted (Basic) | \$4,157 | \$4,803 | 86.6% | \$4,743 | 87.6% |
| Average Teacher Salary | \$50,188 | \$54,086 | 92.8% | \$57,560 | 87.2% |

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$2,265 per student in federal, state, and local aid for the following categorical, special education, and support programs:

| | |
|-----------------------------|-------------------------------|
| 21st Century | School Safety |
| Class Size Reduction | Smaller Learning Communities |
| Comprehensive School Reform | Special Education |
| Early Intervention | Staff Development |
| Dropout Prevention | State & Federal Preschool |
| Gifted & Talented Education | Supplemental Technology |
| High Priority Schools | Tenth Grade Counseling |
| Instructional Materials | Title I, III, & V |
| Parent Education | Tobacco Use Prevention |
| Peer Assistance & Review | Career & Vocational Education |
| Reading First | |
| School Improvement | |