

TED J. PORTER ELEMENTARY SCHOOL

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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 instructional materials were acquired October 2006 and school facilities information was acquired in June 2007.

Principal's Message

It is with pleasure that I welcome you to Porter Elementary School's Annual School Accountability Report Card and thank you for taking time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue.

The belief at Porter Elementary School is that all students can learn. Our students can and will learn in an environment that is tailored to their evolving and diverse needs. Our certificated and classified staff at Porter takes seriously the charge of developing academic and social skills of the children we are privileged to serve. You will find that the main ingredient that resurfaces and remains constant is the quality of people leading our students and mapping a path of success for each and every child.

We recognize that a successful school experience is the result of shared responsibility between home and school. Parents are encouraged to join our efforts. Parents are teachers too, and what parents do with their children at home has a powerful influence on children's performance at school.

As the principal I feel fortunate to serve in this position and will strive to keep the lines of communication open. I welcome any suggestions, comments, or questions you may have. Thank you for helping Porter Elementary School accomplish its goals.

School Mission

The staff at Ted J. Porter Elementary School is dedicated to providing a quality education where every student regardless of gender, race, or ability will be provided the opportunity to grow socially, emotionally, and academically.

Our school community is committed to developing self-motivated, life-long learners, who are critical thinkers and problem-solvers with values and virtues which reflect respect for self, society and the environment.

Parent Involvement

Parents are encouraged to get involved in Ted J. Porter Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom. Annual 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. Parents are invited to Coffee with the Principal each month to share their concerns or discuss school activities. Parent education activities include Community Based English Tutoring (for parents who want to effectively support their child at home) and Nutrition classes. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in both English and Spanish. The school newsletter which is sent home each trimester includes the school calendar, messages from the principal and assistant principal, student achievement announcements, school activities updates, and helpful education-related tips. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports are issued each trimester; in some cases, teachers may issue weekly progress reports.

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.

The *Home Connection* newsletter is sent home monthly and features educational topics helpful to parents. On occasion, flyers are sent home to remind parents of school activities or important events. Parents seeking more information about volunteering their time to the school community may contact the school secretary at (909) 357-5320.

School Profile

Ted J. Porter Elementary School is a single-track, year-round school serving 749 students in kindergarten through fifth grade, including 6.0% in special education and 55.0% qualifying for English Language Learner support. The use of technology is strongly emphasized throughout the curriculum and used as a tool to enhance class lessons. At the end of the 2005-06 school year, Ted J. Porter Elementary relocated to its brand new permanent facilities; during the 2005-06 school year student and staff were excited about their new facilities and enjoyed establishing new routines, expectations, and traditions.

Student Achievement

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

District Benchmark Assessments

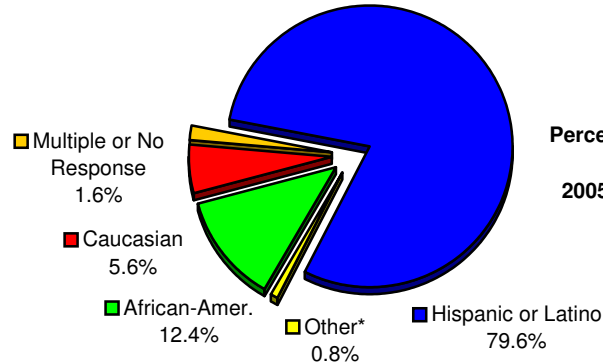
All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned 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 Ted J. Porter Elementary provided individualized intervention programs for 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 Ted J. Porter 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).



*American Indian or Alaska Native, Pacific Islander, and Filipino combined.

District Benchmark Assessments Percentage of Students Scoring at Proficient & Advanced Levels						
2003-04						
Grade	K	1	2	3	4	5
Reading	68%	56%	15%	10%	2%	9%
Math	80%	61%	73%	38%	10%	23%
Writing	N/A	57%	25%	29%	5%	29%
2004-05						
Grade	K	1	2	3	4	5
Reading	25%	27%	20%	10%	17%	8%
Math	83%	72%	59%	45%	37%	22%
Writing	N/A	47%	53%	42%	36%	44%
2005-06						
Grade	K	1	2	3	4	5
Reading	N/A	67%	55%	13%	33%	43%
Math	80%	72%	71%	48%	58%	32%
Writing	N/A	66%	69%	57%	39%	70%

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Ted J. Porter			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	17	14	19	29	27	28	43	41	42
Math	29	40	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							
	Ted J. Porter						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*				17		*
Math	*				33		*

*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						
	Ted J. Porter					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	17	20	16	19	*	
Math	35	35	31	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, Ted J. Porter 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, 46.4% 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

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Ted J. Porter			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	8	14	29	20	25	28	36	40	42
Math	19	24	36	23	26	27	34	38	40
Science	6	5	6	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

	Ted J. Porter						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	25	*			27	*	64
Math	21	*			38	*	59
Science	6				5		*
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

	Ted J. Porter					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	26	32	23	29	16	
Math	40	33	34	35	29	
Science	9	3	3	6	9	
History						

Academic Performance Index (API) Three-Year Performance Comparison

	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank		1	1	2
Similar Schools Rank		2	4	4
Results	2006 API Score	Increase/Decrease in API		
		03-04	04-05	05-06
Schoolwide - All Students	687	44	11	77
Ethnic Subgroups				
African-Amer.		19		
Hispanic or Latino	681	56	13	72
Other Subgroups				
Economically Disadvantaged	687	45	13	77
English Learners	672	**	**	81

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

standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that 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. Ted J. Porter Elementary School met 2006 AYP criteria for all subgroups; the school will remain in program improvement status until it has met AYP for two consecutive years.

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 attending PI schools may transfer to a non-PI school within their district.

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	Ted J. Porter	FUSD
Overall School Results	Yes	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	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, Ted J. Porter Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I Program Improvement (PI) Status

	Ted J. Porter	FUSD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	2006-07
Year in PI	2	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

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/.

School Facilities & Safety

Ted J. Porter Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were completed in June 2005; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Supervision

Each morning before school starts, the principal and one teacher greet and shake hands with students as they enter through the main gate. During recess, three proctors and one teacher are on the playground to ensure students play safely. At lunch time, four proctors monitor cafeteria and playground activities. When students are dismissed for the day, students in grades K-3 remain in the classroom until a parent/guardian arrives to take them home. Teachers escort their fourth and fifth grade students to the designated exit areas, and three proctors supervise the bus loading areas to ensure students depart safely. Ted J. Porter 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, updated, and discussed with school staff in spring 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.

Campus Description

Year Built	2005
Acreage	10 ac
Square Footage	37,432
	Qty.
# of Permanent Classrooms	16
# of Portable Classrooms	17
# of Restrooms (student use)	2 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

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 who 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), one full-time evening custodian, and one part-time evening custodian are assigned to Ted J. Porter 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 and the assistant principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Ted J. Porter 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 August 18, 2006.

Suspensions & Expulsions			
Ted J. Porter			
	03-04	04-05	05-06
Suspensions (#)	103	50	16
Suspensions (%)	14.55%	6.61%	2.14%
Expulsions (#)	3	0	0
Expulsions (%)	0.42%	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.

School Site Inspection		
Most Recent Inspection: August 18, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	No	Multipurpose Room - fire extinguisher has no tag, unable to check date.
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 noted in the school inspection report were corrected immediately by the district's maintenance department.

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, Ted J. Porter Elementary did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Students at Ted J. Porter Elementary are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. 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 a behavior assembly. Once a week, the whole school participates in "Recess Meetings"; these brief meetings are used to address chronic trends of unacceptable behavior as well as recognize students for demonstrating good citizenship.

Each morning after students settle into their first class of the day, the principal or a teacher delivers a daily bulletin which helps set a positive tone for the rest of the day. These thought-provoking messages are designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. One student from each class is selected every month and

recognized as the Student of the Month for demonstrating good citizenship. Two students from each grade who have maintained perfect attendance are randomly selected at end of month recess meetings and are invited to have lunch with the principal. Academic achievements are honored at monthly and trimester awards assemblies. At Recess Meetings, one student who has made improvement in either citizenship or academics is selected by their class teacher to receive Porter Praises. Each teacher has adopted their own classroom incentives rewarding academic, citizenship, and attendance efforts. Schoolwide incentives promoting high attendance rates provide opportunities for students to work as a team in each class to earn a special reward per grade level and hold the attendance trophy for a week for having the highest attendance rate; there is one trophy for each grade level.

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. The Student Congress, Guitar Club, and Porter Cycling Club are very active, school-sponsored clubs supervised by certificated teachers and parents.

Instructional Time

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

Instructional Minutes		
2005-06		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	53,770	50,400
4-5	55,190	54,000

Class Size

Ted J. Porter 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 Ted J. Porter Elementary's K-3 classes participated in the CSR Program.

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

Grade	2003-04	2004-05	2005-06
K	100%	100%	0%
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	2003-04		
		Number of Classrooms		
		1-20	21-32	33+
K	32.0		4	
1	19.7	5	1	
2	18.8	4		
3	19.2	6		
4	30.3		3	
5	27.3		4	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		K	30.0	
1	19.3	7		
2	19.7	4	2	
3	19.5	6		
4	32.5		2	2
5	29.3		4	
Combo K-3	20.0	1		
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		K	29.3	
1	19.7	6	1	
2	19.7	6	1	
3	20.2	5	1	
4	27.5		4	
5	31.3		4	

Combo classes are any combination of K-3 grades.

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

Ted J. Porter 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, Ted J. Porter Elementary held three "Buy Back" (staff development) days that focused on:

- No English Learner Left Behind
- Open Court (reading) training and evaluation for skillful implementation

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

Ted J. Porter Elementary's principal works closely with the assistant principal, teachers and staff, leading the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Miki McCabe and Assistant Principal Michele Cunha work as a team, sharing many of the administrative duties. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations; the assistant principal oversees student discipline and testing.

Ms. Miki McCabe has been with the Fontana Unified School District for 16 years and principal of Ted J. Porter Elementary since 2004. Prior to her assignment at T. J. Porter Elementary, Ms. McCabe was an elementary school principal, a middle school assistant principal, and teacher at various schools within the district. Principal McCabe holds a master's degree in educational

administration, a bachelor's degree in liberal arts, has attained her Tier I and Tier II administrative credentials, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, designated teacher representatives from each grade level, the special education teacher, and program manager. The Leadership team meets once a month to collaborate on curricular and operational issues, serve as a liaison between administration and teaching staff, and discuss staff development needs.

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 20, 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 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.

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

Library Resources

The school library is open from 7:30 a.m. to 2:30 p.m. and is staffed by a full-time library technician. The library features 12,000 titles in English and 121 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Two Internet-accessible computers are available for Accelerated Reader testing and electronic title searches. 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, Ted J. Porter Elementary had a total of 266 computers. On average, each classroom had three computers. The school's computer lab features 28 Internet-accessible workstations and is used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the language arts curriculum. Students use classroom and lab computers for research and to access educational-based programs such as KidBiz 3000, Study Island, Accelerated Reader, Accelerated Math, English in a Flash, *unitedstreaming*, STAR Reading, and STAR Math. All classrooms have an LCD projector and interactive SmartBoard used to enhance classroom instruction.

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. Ted J. Porter 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 two resource specialist teachers (one full-time and one part-time) and one resource specialist instructional aide who work with special education students in their class in both small groups and on an individual basis. Some students visit the resource room to receive instruction either in a small group setting or one-on-one with special education staff. Each student is provided instruction based upon their Individual Education Plan (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. Two bilingual aides work with English Learners individually and in small groups, helping them develop reading skills using the computer-based Waterford™ reading program. 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; clusters are limited to four students or less. After-school GATE enrichment activities are held once a week for one hour; activities are centered around special projects.

Ted J. Porter Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- English Language Acquisition Program (grades 4-5) - afterschool program where English Learners participate in the ELAP as a supplement to their standard language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards.

- Tutoring (grades 2-5) - before-school and after-school tutoring for students scoring at the "Basic" level on state and district assessments. Students receive 60 minutes of instruction two to three days a week using KidBIZ 3000, a self-paced, individualized reading and writing enrichment program designed to accelerate reading comprehension, writing proficiency, and vocabulary development.

- Targeted Tutoring (grades 2-5) - after-school tutoring for Title I students for 60 minutes a day, four days a week, students use Study Island, a web-based program designed to increase proficiency of state content standards.

- Off-track Intersession: students in grades 2-5 who are at "Far Below Basic" and "Below Basic" proficiency levels receive 32 hours of instruction during a two-week period (between trimesters). Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons.

- Waterford™ - reading intervention and remediation program for students in grades K-2, including English Learners; instruction focuses on phonemic awareness and reading skills.

- During-School Reading Skills Intervention - classroom teachers and the intervention substitute works with small groups of students scoring at the "Basic" proficiency level. Students are assessed every three months to determine current reading proficiency levels.

- Supplemental Education Services - low-income students may receive free tutoring services provided through private agencies. Parents may contact the school office to obtain an application form and a list of tutoring service providers.

Professional Staff

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, Ted J. Porter Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Ted J. Porter Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event a substitute teacher is not available for an absent teacher, 1) the principal or assistant principal will fill the role of the substitute or 2) as a last resort, classes are split and students are placed in another class within the same grade level.

Teacher Assignment

For the 2005-06 school year, Ted J. Porter Elementary had 32 teachers who met all credential requirements in accordance with state guidelines.

Teacher Credentials & Assignments

	Ted J. Porter			FUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	32	33	32	1780	1911	1823
Teachers with Full Credential	32	33	32	1635	1771	1723
Teachers without Full Credential	0	0	0	155	140	100
Teachers in Alternative Routes to Certification	0	1	0	63	168	91
Pre-Internship	0	0	0	47	9	0
Teachers with Emergency Permits	0	0	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	4	**	73	392
Other Misassignments of Certificated Staff	0	0	0	45	15	13
Teacher Misassignments for English Learners	8	0	4	1404*	58	379
Teacher Vacancies	0	0	0	0	0	4

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Ted J. Porter	93.3	6.7
District Totals		
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	
	Ted J. Porter %	FUSD %
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	12.5	35.1
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	75.0	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

Ted J. Porter 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. Ted J. Porter 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	0.5
Psychologist	1	0.4
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	0.5

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

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	State Average of Districts in Same Category
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

Expenditures Per Pupil	Dollars Spent per Student				
	Ted J. Porter	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,815	\$7,114	67.7%	N/A	N/A
Restricted (Supplemental)	\$891	\$2,311	38.6%	N/A	N/A
Unrestricted (Basic)	\$3,924	\$4,803	81.7%	\$4,743	82.7%
Average Teacher Salary	\$50,090	\$54,086	92.6%	\$57,560	87.0%

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	