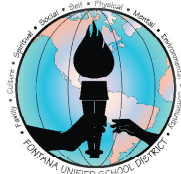


FONTANA UNIFIED SCHOOL DISTRICT

SHADOW HILLS ELEMENTARY SCHOOL

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

www.fusd.net



Grades K-5
Frank Donahue, Principal
14300 Shadow Drive - Fontana, CA 92337
(909) 357-5750 - FAX (909) 357-5759

2006 California Distinguished School
2002-03 Title I Achieving School

2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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Division of Human Resources
Gail M. Grant, Ed.D.
Associate Superintendent
Division of Student Support

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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

Shadow Hills Elementary has an admirable record in continuous educational improvement. With the goal of helping each student reach their potential, Shadow Hills has recorded eight straight years of growth in both the API and AYP measures, meeting growth goals each year and in all areas. We were selected as a Title I Achieving School in 2002-2003, were named a California Distinguished School in 2005-06, and continue to meet the growth standards each year. Our teachers are a well-trained and dedicated group, with 100% of the staff fully credentialed and certified under the requirements of No Child Left Behind.

Meeting educational growth goals is the result of teamwork that includes the school staff, the students, the parents, and the entire community. But meeting those goals is only a part of being a good school. We also work hard to provide a safe and welcoming environment that values each child, one that respects each individual's background, heritage, and individual skills and needs. Only by caring about the whole child can we help our students develop into young adults ready to survive and thrive in the ever-changing world that awaits them.

It is our intent to utilize the resources of Shadow Hills to support the education of all of our children, maximizing their potential and minimizing obstacles to help each child succeed to their capability. Each year we examine performance data carefully, and re-write our comprehensive school plan to make optimum use of the precious resources available to make us the most effective school we can be.

Parent Involvement

Parents are encouraged to get involved in Shadow Hills Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as the Back to School Night BBQ, Open House BBQ, book fairs, school carnival, school cleanup days, multicultural celebrations, third grade Hoedown, and school assemblies 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 programs. 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.

School-to-home communication is provided in both English and Spanish. The school newsletter, issued every six weeks, features a message from the principal, information on what's happening at school, parent tips, grade level news, and announcements on upcoming events. Some teachers prepare class newsletters addressing homework, class activities, and relative grade level information. The school marquee and outside bulletin boards highlight important reminders and current news announcements. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information about volunteering their time to the school community may contact the PTA president or outreach consultant at (909) 357-5750. Parents are welcome to stop by the principal's office anytime - the door is always open!

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 Profile

Shadow Hills Elementary School is a single-track, year-round school serving 605 students in kindergarten through fifth grade, including 11% in special education and 49% qualifying for English Language Learner support. Shadow Hills Elementary fosters a caring, nurturing learning environment, and takes great pride in the many accomplishments of its staff, students, and parents. For the past eight consecutive years, Shadow Hills Elementary has experienced growth in both API and AYP measures. In October of 2005, Shadow Hills Elementary was selected as one of 20 schools statewide to be named a "Shining Star" school for its successful implementation of AB65 student intervention programs. Recent designation as a California Distinguished School reinforces Shadow Hills Elementary's efforts in helping each student reach their potential.

Students are provided a challenging, standards-based curriculum designed to encourage academic achievement through individualized instruction and effective interventions. Teaching staff are committed to promoting positive changes in student learning beyond elementary school. The teachers of Shadow Hills Elementary have established and contribute to a scholarship fund for graduating seniors who attended Shadow Hills as elementary students. Former students who have earned a 3.0 GPA or higher and have been accepted into a two- or four-year college program are eligible for the scholarship.

Student Achievement

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

District Benchmark Assessments

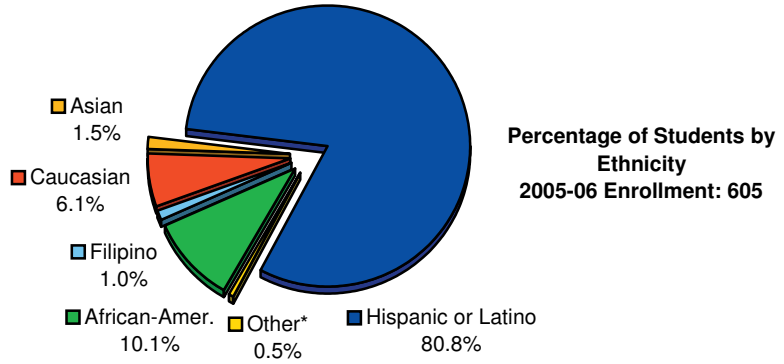
All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned 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 Shadow Hills 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 Shadow Hills 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 and Multiple or No Response combined.

District Benchmark Assessments Percentage of Students Scoring at Proficient & Advanced Levels						
2003-04						
Grade	K	1	2	3	4	5
Reading	76%	52%	29%	47%	28%	20%
Math	87%	71%	75%	72%	52%	48%
Writing	N/A	50%	68%	68%	44%	34%
2004-05						
Grade	K	1	2	3	4	5
Reading	64%	55%	40%	50%	31%	36%
Math	89%	70%	67%	85%	63%	48%
Writing	N/A	41%	42%	49%	57%	36%
2005-06						
Grade	K	1	2	3	4	5
Reading	N/A	66%	77%	24%	46%	57%
Math	82%	79%	74%	77%	44%	55%
Writing	N/A	71%	79%	82%	55%	38%

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Shadow Hills			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	31	31	30	29	27	28	43	41	42
Math	52	56	49	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							
	Shadow Hills						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	36			*	25		*
Math	71			*	42		*

*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						
	Shadow Hills					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	25	35	23	30	*	
Math	50	48	46	49	*	

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, Shadow Hills 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, 30.1% 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 goal. AYP mandates that certain requirements are met each year:

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Shadow Hills			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	29	36	37	20	25	28	36	40	42
Math	40	50	49	23	26	27	34	38	40
Science	14	31	28	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							
	Shadow Hills						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	50	*	*	*	34		46
Math	47	*	*	*	48		58
Science	*	*	*		23		*
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						
	Shadow Hills					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	35	38	30	37	7	
Math	53	46	44	49	24	
Science	39	14	14	28	13	
History						

Academic Performance Index (API) Three-Year Performance Comparison				
	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank		5	6	5
Similar Schools Rank		7	9	8
Results	2006 API Score	Increase/Decrease in API		
		03-04	04-05	05-06
Schoolwide - All Students	756	17	15	10
Ethnic Subgroups				
Hispanic or Latino	751	14	9	13
Other Subgroups				
Economically Disadvantaged	741	22	8	13
English Learners	741	**	**	35

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

- 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. Shadow Hills Elementary School met all 2006 AYP criteria.

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	Shadow Hills FUSD	
	Hills	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 -		
Math	Yes	Yes
2005-06 Target Rate -		
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. During the 2005-06 school year, Shadow Hills Elementary did not participate in the Title I program.

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		
	Shadow Hills	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-2007
Year in PI	N/A	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

Shadow Hills Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1989; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. In 2005-06, beautification projects were completed by parents and students; planter boxes were painted and restocked with beautiful greenery and flowers.

Campus Supervision

Each morning as students arrive on campus, assigned teachers are stationed at the bus zones and on the playground to monitor student activities. During recess and lunch, five noon aides share supervision of the cafeteria and playground. At the end of the school day, the principal and assigned teachers oversee the parking lot, bus loading, and exit gate activities to ensure students depart in a safe and orderly manner. Shadow Hills 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. All exit and entrance gates (four total) are monitored 24 hours a day by closed-circuit television systems.

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 in May 2005, and discussed with school staff in July 2005. 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 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.

Campus Description	
Year Built	1989
Acreage	6 ac
Square Footage	40,031
	Qty.
# of Permanent Classrooms	18
# of Portable Classrooms	7
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with Stage Area	1

One full-time day custodian and one full-time evening custodian are assigned to Shadow Hills 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. Restrooms are checked regularly 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 Shadow Hills 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; no emergency repairs were needed and no unsafe conditions were found. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: February 15, 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)	No	Administration: minor cracking in cant strips, replace stained ceiling tiles Cafeteria: repair damaged door on north side of bldg. K1, K2, Rms 15,16, 18: repair GWB ceiling (crack in soffit) Room 24: repair leaky roof and replace ceiling tiles Room 25: repair torn wall covering
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 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, Shadow Hills Elementary did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Students at Shadow Hills Elementary are well-behaved and conduct themselves in a responsible and respect manner. School rules and behavioral expectations are guided by the six P's + 1: *Present, Punctual, Prepared, Polite, Productive, and Persistent*, and if they have successfully achieved all six, *Proud* is what they should feel! In a comfortable, nurturing environment, school staff explain and discuss the various types of appropriate and inappropriate school behavior, encouraging students to make good choices. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are applied in the classroom and if poor conduct continues, the student is referred to school administrators who take into consideration past behavioral trends when addressing consequences. Shadow Hills Elementary realizes that students learn from their mistakes and provides the opportunity for students to recover and correct unacceptable behaviors.

At the beginning of the school year, school rules and behavioral expectations are shared with students in the classroom with their teachers. Students in third, fourth, and fifth grade attend assemblies hosted by the principal who presents a MS Powerpoint presentation on no-bullying and sexual

	Suspensions & Expulsions		
	Shadow Hills		
	03-04	04-05	05-06
Suspensions (#)	16	37	8
Suspensions (%)	2.40%	5.74%	1.32%
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.

harassment policies. Students are given a parent/student handbook when returning to school in the fall; the handbook outlines school rules, district policies, and behavior expectations.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. One student from each class is selected by their teacher every month and recognized as the Student of the Month for demonstrating good citizenship, maintaining positive attendance, improving in academics, overcoming personal obstacles, or experiencing high achievements. To celebrate reading achievements, students and classes earning the highest word counts and points in Accelerated Reader are announced on the intercom system every Friday. The principal makes surprise classroom visits to recognize students for individual accomplishments and exceptional efforts. Students who arrive on time to school every day, all day, earn a collector's dog tags; the principal visits classrooms once a month to present dog tags to qualifying students.

Instructional Time

During the 2005-06 school year, all instructional time offered at Shadow Hills Elementary exceeded state requirements. For the 2005-06 school year, Shadow Hills Elementary offered 175 days of instruction comprised of 130 regular days and 45 minimum days for grades 1-5, and 175 days of instruction with no minimum days for Kindergarten. Shadow Hills Elementary utilizes minimum days for staff development, grade level meetings, staff meetings and teacher preparation and planning.

Grade Level	Instructional Minutes	
	2005-06 Actual Minutes Offered	State Requirement
K	36,050	36,000
1-3	52,875	50,400
4-5	54,175	54,000

Class Size

Shadow Hills 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 Shadow Hills 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.

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

2003-04

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.3	1		2
1	17.9	7		
2	20.4	3	2	
3	20.0	5		
4	31.0		2	1
5	29.7		1	2
Combo K-3	20.0	1		

2004-05

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.5		4	
1	18.5	6		
2	19.8	5		
3	18.7	6		
4	27.3		3	1
5	27.8		3	1

2005-06

Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.8	2	2	
1	20.4	3	2	
2	18.8	4		
3	18.4	5		
4	27.8		4	
5	25.5		4	
Combo K-3	21.0		1	

Combo classes are any combination of K-3.

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

Shadow Hills 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 2004-05 school year, Shadow Hills Elementary held three "Buy Back" (staff development) days that focused on:

- Edusoft Training
- Meeting the Needs of English Language Learner Students

- Language Learner Teaching Techniques & Strategies
- Using Technology to Improve/Enhance Learning

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

Shadow Hills Elementary's principal works closely with the Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Frank Donahue is responsible for overall administration of school curriculum and operations.

Mr. Frank Donahue has been in the educational field for over 33 years and serving the Fontana Unified School District for the past 30 years. Prior to joining Shadow Hills Elementary as principal in 2001, Mr. Donahue spent 25 years at various Fontana middle schools as a teacher, dean of students, assistant principal, and principal. Mr. Donahue has experience in managing categorical projects and provided teaching and tutoring services with the Upward Bound program at the University of California Riverside campus. Professional certifications include a master's degree in educational administration, a bachelor's degree in biology, a lifetime professional clear administrative credential, and AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, counselor, resource teacher, outreach consultant, and designated teacher representatives from each grade level. The Leadership Team meets once a month to evaluate student assessment data, plan intervention program to improve student proficiency levels, monitor progress in meeting school plan goals and budget, discuss staff development needs, and plan school activities.

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 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 from 7:30 a.m. to 3:00 p.m. and is staffed by a full-time media specialist. The library features 11,530 titles in English and 262 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Two Internet-accessible computers are available for Accelerated Reader testing, research, and electronic title searches. Students visit the library with their class once 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, Shadow Hills Elementary had a total of 121 computers; all classrooms had Internet access. On average, each of the K-2 classrooms has a minimum of two computers each. Third, fourth, and fifth grade classes each have seven computers. The school's computer lab features 19 Internet-accessible workstations and is used for small group instruction and intervention activities. The cafeteria has five computers available for student and parent use. Each teacher determines

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 method to integrate technology into the language arts, math, and science curricula. Students use classroom and lab computers for research, creating graphics presentations, and writing projects and to access educational-based programs such as Accelerated Reader, Accelerated Math, Study Island, *unitedstreaming*, FastForward®, and Waterford™. Six laptop computers are available for teachers to check out through their grade level leaders. All fourth and fifth grade classrooms have a SMART Board to enhance classroom instruction and share instructional resources.

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. Shadow Hills 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 one special education aide who provide full-day instruction in a special day class. One resource specialist teacher and one resource specialist aide provide small group and individualized instruction in the general education classroom and in the library. 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 collaborate with each EL student's teacher to develop instructional strategies to meet language and fluency levels. Bilingual aides provide pull-out small group and individualized instruction focused on helping students with current class lessons, reinforcement of skills, and front-loading subject matter or skills for future lessons, and vocabulary development. Fourth and fifth grade English Learners (beginning level) participate in the English Language Acquisition Program 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. ELAP instruction takes place after school three days a week (on average) for 60 minutes each day. Teachers provide English Language Development (ELD) instruction as a supplement to regular language arts instruction and focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. 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. Shadow Hills Elementary offers nine to ten after-school GATE enrichment sessions throughout the year. Each session focuses on a specific topic such as math, technology, foreign language, and science. During each session, students meet after school one day a week for a designated term. All GATE activities are supervised by a GATE-trained certificated teacher.

Shadow Hills 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:

- Tutoring: all teachers are available after school four days a week for individualized tutoring.
- FastForward®: computer-based program that builds cognitive skills of memory, attention, processing and sequencing in language and reading skills. Before- and after-school sessions are for grades 2-5 students at the Far Below Basic and Below Basic levels on the district matrix. Instruction is provided five days a week, two hours a day for a designated term. Participation is based upon teacher recommendation.
- Homework Club: a quiet, support environment offered three days a week for 60 minutes; students in any grade may attend to complete homework assignments or receive assistance from certificated staff.
- Off-track Intersession: students in grades 2-5 who are at Far Below Basic and Below Basic levels on the district's assessment matrix are invited and encouraged to attend. Students receive 32 hours of instruction during a two-week period (between trimesters) for remediation in language arts and math.
- After-school EL Tutoring: three days a week students may receive tutoring from a bilingual aide. Teachers send requests home to parents for student participation.
- Tutor Monitors: two bilingual instructional aides work with both general education and EL students who are at the Basic level on the district assessment matrix.

Instruction focuses on improving reading skills to proficient level.

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 Shadow Hills Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. The school'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.

Teacher Assignment

For the 2005-06 school year, Shadow Hills Elementary had 27 teachers who met all credential requirements in accordance with state guidelines.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured 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:

Teacher Credentials & Assignments

	Shadow Hills			FUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	32	32	27	1780	1911	1823
Teachers with Full Credential	32	32	27	1635	1771	1723
Teachers without Full Credential	0	0	0	155	140	100
Teachers in Alternative Routes to Certification	0	0	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

*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:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Shadow Hills	96.2	3.8
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	
	Shadow Hills	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	48.1	35.1
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	51.9	50.8
Bachelor's Degree	0.0	11.0
Less than a Bachelor's Degree	0.0	1.3

- 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

Shadow Hills 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 Study Teams (SST) 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. Shadow Hills 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	0.4

LSH Therapist

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.)

Expenditures Per Pupil	Current Expense of Education per Pupil 2004-05				
	Dollars Spent per Student				
	Shadow Hills	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,675	\$7,114	79.8%	N/A	N/A
Restricted (Supplemental)	\$1,175	\$2,311	50.9%	N/A	N/A
Unrestricted (Basic)	\$4,500	\$4,803	93.7%	\$4,743	94.9%
Average Teacher Salary	\$58,028	\$54,086	107.3%	\$57,560	100.8%

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