

KATHY BINKS ELEMENTARY SCHOOL

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2007-08 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 August 2008 and school facilities information was acquired in September 2008.

Principal's Message

Welcome to Kathy Binks Elementary School, home of the Koalas! As a brand new school we are building the foundation, creating excellence, and committing ourselves to high standards of teaching and learning. Our greatest commitment is to prepare students for college.

In the spirit of continuous improvement, we accomplish this through the triangle of caring. It takes the student, parents, and the school to achieve exceptional results. We are a professional learning community where staff, students, parents, and the community embrace the idea that together we can make a difference.

Kathy Binks Elementary School provides quality programs to enrich the educational experiences of our students. Children have a right to learn and our teachers are here to make that happen. Our staff are hard working, dedicated professionals determined to make a positive impact on the lives of our students.

We invite you to visit our campus. You will see the outcomes of focused students determined to be at their personal best. You will experience a student-centered environment where children come first. You will behold the present, experience the now, and see the future in the making.

Parent Involvement

Parents are encouraged to become involved in Kathy Binks 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 the library and during Chat With the Principal. 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 attend parent education workshops, Community-Based English Tutoring (CBET) classes, conference week, and book fairs. The School Site Council, English Learner Advisory Council (ELAC), and Parent Teacher Association provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish and takes place in a variety of formats. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The school website and school marquee provide valuable information about school events and activities. Parents seeking more information about volunteering their time to the school community may contact the principal at (909) 357-5030.

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

Kathy Binks Elementary School opened its doors in July 2007 and is one of Fontana Unified School District's newest elementary schools. Kathy Binks Elementary School is a single-track, year-round school and supports a state preschool program on its campus. Effective in the 2008-09 school year, Kathy Binks Elementary School will become a K-6 school. During the 2007-08 school year, Kathy Binks Elementary School served 369 students in kindergarten through fifth grade, including 13.82% in special education, 51.5% qualifying for English learner support, and 81.5% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity 2007-08 Enrollment: 369

African-Amer.	7.6%
Amer. Indian or Alaskan Native	0.3%
Caucasian	4.9%
Asian	1.4%
Filipino	1.6%
Hispanic or Latino	83.2%
Multiple or No Response	1.1%

Teaching staff are focused on student achievement and dedicated to meeting the needs of their students academically, socially, and emotionally. Two to three times a year, teachers evaluate each student's performance data to identify individual needs for intervention programs and develop action plans. Instructional programs are modified in relation to student performance and learning levels, employing proven research-based strategies focused on increasing proficiency in language arts and math.

Kathy Binks Elementary encourages parents to take advantage of the many training opportunities provided at the school and through the district office. Parents may acquire valuable skills and strategies which can be used at home to support their child's learning process.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Kathy Binks 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 Kathy Binks 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 Kathy Binks Elementary School 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 a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <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 (page 3) 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, Kathy Binks 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 2007-08 fitness exam, 14.3% of fifth grade students tested 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/pfi/>.

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:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.

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

	Kathy Binks		FUSD		California		
	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	33	28	30	34	42	43	46
Math	38	27	27	30	40	40	43
Science	23	18	23	31	35	38	46
History		17	17	19	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Kathy Binks						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	16	*	*	*	31		23
Math	37	*	*	*	34		31
Science	*	*	*		23		*
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Kathy Binks					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	26	35	19	29	3	
Math	31	39	30	35	10	
Science	26	17	0	23	0	
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

		API Rank
		2007
Statewide Rank		-
Similar Schools Rank		-
		Increase/Decrease in API
Results	2008 API Score	2007-08
Schoolwide - All Students	687	-
Ethnic Subgroups		
Hispanic or Latino	685	-
Other Subgroups		
Economically Disadvantaged	684	-
English Learners	658	-

Since API base, growth and target information for both schoolwide and subgroup data is calculated based on prior year performance, Kathy Binks will not have base information until January 2009.

• Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.

• Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Kathy Binks	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

The AYP table in this report (page 3) illustrates the school's progress in meeting 2007-08 AYP target rates. 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/.

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 2007-08, Kathy Binks Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program participation requirements.

Title I Program Improvement (PI) Status

	Kathy Binks	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

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

Kathy Binks Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2007; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

2007-08 Campus Improvement Projects:
 • Opened multipurpose room in April 2007

2008-09 Campus Improvement Projects:
 • Installation of bookshelves in the library

Campus Description	
Year Built	2007
Acreage	10.22 ac
Square Footage	60,120 sf
	Qty.
# of Permanent Classrooms	30
# of Portable Classrooms	0
# of Restrooms (student use)	14 sets
Library	1
Adult Learning Center	1
Staff Lounge/Lunch Room	1
Teacher Work Room	1
Cafeteria /Multipurpose Room	1

Campus Supervision

As students arrive on campus each morning, three teachers and four noon aides supervise students and are stationed at strategic locations throughout the campus to monitor student activities at the gate, in the cafeteria, and on the playground. During recess, teachers and two noon aides are on the playground to ensure students play safely. At lunch time, four noon aides monitor cafeteria and playground activities. When students are dismissed for the day, teachers supervise students at the student pick-up area, bus area, front of school, and at exit gates to ensure students leave campus in a safe and orderly manner. Kathy Binks 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 shared with school staff in November 2007. 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 intercession 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 to identify the scope of the project and assign 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 and two full-time evening custodians are assigned to Kathy Binks 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. The day custodian inspects restrooms frequently throughout the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Kathy Binks 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 January 29, 2008. During the 2007-08 school year, all restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection:				
January 29, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Room 13: Replace stained ceiling tile.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 2007-08 school year, Kathy Binks Elementary did not receive deferred maintenance funds for campus improvement projects.

Classroom Environment

Discipline & Climate for Learning

Students at Kathy Binks Elementary are guided by district policies established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others.

Each morning after the flag salute, students sing the national anthem and listen to the preamble to the constitution.

At the beginning of the school year 1) school staff explain and discuss the various types of appropriate and inappropriate school behavior and 2) each student is provided a student handbook which outlines district policies, school rules, and behavior expectations. School rules and individual responsibilities are reinforced through grade level discipline assemblies and during the Monday Morning Flag Salute. Students are reminded of school rules and acceptable conduct practices throughout the school year during schoolwide discipline assemblies, flag salutes, Koalabee Awards assemblies, and parent meetings.

Suspensions & Expulsions

	Kathy Binks		
	05-06	06-07	07-08
Suspensions (#)	-	-	35
Suspensions (%)	-	-	9.51%
Expulsions (#)	-	-	0
Expulsions (%)	-	-	0.00%

	FUSD Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	1040	977	707
Suspensions (%)	5.18%	4.75%	3.59%
Expulsions (#)	13	10	3
Expulsions (%)	0.06%	0.05%	0.02%

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.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the principal's office. When administering consequences, the principal takes into consideration the referred student's past behavioral trends and seriousness of infraction.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Teachers have developed individual classroom management and incentive plans to reward students for maintaining positive behavior and academic progress. Students demonstrating good citizenship and perfect attendance are recognized at trimester awards assemblies.

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement, including Running Club, Guitar Club, Tutoring, and English Language Acquisition Program (ELAP) for all students to participate in.

Class Size

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			
2007-08			
Grade	Avg. Class Size	Number of Classrooms	
		1-20	21-32 33+
K	16.5	4	
1	20.0	2	
2	19.7	3	
3	20.0	3	
4	32.0		1
5	30.0		1
Combo K-3	20.0	1	
Combo 4-5	33.0		1

Combo classes are any combination of K-3 and 4-5 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. Kathy Binks Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Kathy Binks Elementary held three staff development days that focused on:

- Student Intervention
- Instructional Practices
- Lesson Design
- Mandatory Training
- Leadership Team
- SMART Goals
- School Plan

Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
3	3	3

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.

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 August 6, 2008, Fontana Unified School District's 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. 08-46 which certifies as required by Education Code §60119, that (1) 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.

Libros de texto adoptados por el distrito		
Publicación	Grados	Año de adopción
Inglés/lengua y literatura		
Houghton Mifflin; <i>Open Court Reading</i>	K-5º	2004
Hampton Brown; <i>Into English</i>	K-5º	1998
Matemáticas		
Scott Foresman; <i>California Mathematics</i>	K-5º	2008
Ciencias		
Houghton Mifflin; <i>California Science</i>	K-5º	2007
Ciencias Sociales		
Houghton Mifflin; <i>Social Studies</i>	K-5º	2006

Counseling & Support Services Staff

Kathy Binks Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide 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. Kathy Binks 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) 2007-08

	No. of Staff		FTE
Counselor	0		
Psychologist	1	0.50	
School Nurse	1	0.20	
Speech & Language Therapist	1	0.20	

FTE = Full-Time Equivalent

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:00 a.m. to 4:00 p.m. and is staffed by a full-time library technician and features over 10,000 titles. Students have access to additional resources such as encyclopedias, magazines, books on tape, and dictionaries. Six computers are available for skill-building activities and research. Students may visit the library once a week for 30 minutes with their class. Students may visit the library independently during recess, lunch, before and after school, and during open library time throughout the week.

Technology Resources

During the 2007-08 school year, Kathy Binks Elementary had an average of five computers per classroom. Each teacher determines best the method to integrate technology into the language arts, social science, science, and math curriculum. Students use computers individually or in small groups for research activities related to class lessons.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Kathy Binks Elementary had 17 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Credentials & Assignments

	Kathy Binks		FUSD			
	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	17		1823	1885	1869	
Teachers with Full Credential	17		1723	1802	1764	
Teachers without Full Credential	0		100	83	105	
Teachers in Alternative Routes to Certification	0		91	72	76	
Pre-Internship	0		0	0	0	
Teachers with Emergency Permits	2		33	19	96	
Teachers with Waivers	0		0	1	0	
Teachers Teaching Outside Subject Area	0		34	33	32	
Teacher Misassignments - Total	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	13	0	9	3
Teacher Misassignments for English Learners	0	0	379	270	32	21
Teacher Vacancies	0	0	4	0	2	5

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Kathy Binks	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels 2007-08

	Kathy Binks	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	17.6	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	58.8	49.2
Bachelor's Degree	23.5	11.3
Less than a Bachelor's Degree	0.0	2.2

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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 2006-07					
Expenditures Per Pupil	Dollars Spent per Student				
	Kathy Binks	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	-	\$7,893	-	N/A	N/A
Restricted (Supplemental)	-	\$2,383	-	N/A	N/A
Unrestricted (Basic)	-	\$5,510	-	\$5,300	-
Average Teacher Salary	-	\$64,747	-	\$65,008	-

Kathy Binks Elementary School was not open in 2006-07, therefore per pupil expenditure data is not disclosed.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant

- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Kathy Binks Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Kathy Binks Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Kathy Binks Elementary School is Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92235.

Fontana Branch Library
(909) 574-4500

Hours:
Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

