

DOROTHY GRANT 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

The purpose of the School Accountability Report Card is to provide parents with information about Dorothy Grant Elementary School's instructional programs, academic achievement, materials and facilities, and the staff. Parents and community play a very important role in our schools. Understanding our educational program, student achievement, and curriculum development can assist both our schools and the community in ongoing program improvement. We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved in learning academics, as well as positive values. Together through our hard work, our students will be challenged to reach their maximum potential.

Parent Involvement

Parents are encouraged to get involved in Dorothy Grant Elementary's learning community by volunteering in the classroom, library, and office, attending school events, or sharing in the decision-making process. Three times a year Dorothy Grant Elementary sponsors a Community Night based on a specific theme. School events such as Back-to-School Night, Open House, Family Nights with an academic focus, the Spring Carnival, and the PTA Book Fair provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Advisory Committee, Parent Teacher Association, English Learner Advisory Council, and Title I Committee provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in both English and Spanish. The school newsletter, issued three times

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.

per year, includes pertinent information about school activities and programs, special announcements, a message from the principal, helpful tips for parents, and education-related articles. School staff send personalized letters home to parents to address individual concerns. TeleParent™, an Internet-based telephone messaging system, that forwards personalized messages from school staff to each student's home. Every Monday, the *Home to School* connection is sent home with students and broadcasted to every students' home through TeleParent™. The principal makes announcements and shares information related to classroom activities, lessons, and upcoming events over the intercom system. The school marquee features current events announcements and reminders. Parents seeking more information about getting involved in the school community may contact the community liaison at (909) 357-5540.

School Profile

Dorothy Grant Elementary School opened its doors in August 2004 and was named after a prominent, nationally renowned civil rights leader still residing in the San Bernardino Valley. The school follows a single-track, year-round schedule. During 2007-08, Dorothy Grant Elementary served 634 students in kindergarten through fifth grade, including 9.15% in special education and 31.9% qualifying for English Language Learner support. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth and requires parents to help out in classes.

Percentage of Students by Ethnicity 2007-08 Enrollment: 634

African-Amer.	15.3%
Amer. Indian or Alaskan Native	0.3%
Caucasian	7.6%
Asian	2.5%
Filipino	3.5%
Hispanic or Latino	69.6%
Pacific Islander	0.2%
Multiple or No Response	1.0%

Dorothy Grant Elementary is a community school located in the middle of a residential neighborhood where most students walk to school.

The use of technology is strongly emphasized throughout the curriculum and used as a tool to enhance class lessons. Each teacher has a laptop and every classroom has a computer lab

and LCD projector to expand instructional resources beyond the traditional textbook. Dorothy Grant Elementary utilizes the Response to Intervention Model to ensure that all students are learning and that differentiated instruction takes place within each student's grade level and learning level.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Dorothy Grant 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 Dorothy Grant 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 Dorothy Grant 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, Dorothy Grant 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, 10% of fifth grade students scored were 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/>.

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

	Dorothy Grant			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	36	41	47	28	30	34	42	43	46
Math	43	47	56	27	27	30	40	40	43
Science	17	30	43	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**

	Dorothy Grant						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	43	*	*	73	44	*	65
Math	46	*	*	80	56	*	57
Science	53			*	42		*

**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**

	Dorothy Grant					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	41	48	24	41	7	
Math	61	52	48	51	23	
Science	50	36	18	38	*	
History						

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

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		5	4	5
Similar Schools Rank		7	6	6
Results	2008 API Score	Increase/Decrease in API		
Schoolwide - All Students	799	2005-06	2006-07	2007-08
Ethnic Subgroups				
African-Amer.		19	7	
Hispanic or Latino	793	-10	28	41
Other Subgroups				
Economically Disadvantaged	773	-21	32	42
English Learners	764	-15	31	51

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.
- 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	Dorothy Grant FUSD	
	Grant	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	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, Dorothy Grant Elementary did not participate in the Title I Program and is therefore not required to comply with Title I program mandates.

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

	Dorothy Grant	FUSD
	Not in PI	In PI
PI Status		
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.

School Facilities & Safety

Dorothy Grant Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The school's garden, featuring a beautiful waterfall, is fully cared for by the students.

2007-08 Campus Improvement Projects:

- Initiation of comprehensive modernization of campus facilities
- Installation of three portable classrooms to accommodate increased enrollment
- Repaved playground
- Installation of wheelchair lift in the multipurpose room to increase access to stage area
- Improved security of gates (campus is fully surrounded with perimeter fencing)

Campus Description

Year Built	2004
Acreage	10 ac
	Qty.
# of Permanent Classrooms	28
# of Restrooms (student use)	6 sets
Enrichment Room	1
Speech Therapy Room	1
RSP Room	1
Teacher Computer Room	1
Parent Waiting Room	1
Library	1
Computer Lab	1
Student Garden with Waterfall	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with Stage Area	1

Campus Supervision

School police officers help direct traffic before and after school, as needed. Each morning before school starts, many staff members share supervisory duties and greet students as they arrive on campus. Two noon aides direct pedestrian and vehicle traffic; two noon aides are stationed on the playground; teachers are in front of the school, on the playground, in quad areas; and the principal supervises activities in front of the school. During recess, noon aides are on the playground to ensure students play safely. At lunch time, two noon aides monitor the cafeteria activities while a noon aide circulates between the cafeteria and playground areas. When students are dismissed for the day, teachers escort their students to the designated exit areas, two noon aides direct traffic, and the principal circulates exit and school-front areas to ensure students depart in a safe and orderly manner.

Dorothy Grant Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in February 2008. 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

Classroom Environment

Discipline & Climate for Learning

Students at Dorothy Grant Elementary are guided by school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are administered by class teachers for minor infractions. Students who continue making poor choices in conduct are referred to school administrators for more serious consequences and parent conferences. Administrators take into consideration the nature of the situation and past behavioral trends when addressing consequences and positive behavior strategies.

At the beginning of the school year, school rules and behavioral expectations are provided in a student/parent handbook. The principal conducts discipline assemblies during the first few weeks of school to share district policies, discuss appropriate behavior, and explain consequences for poor behavior. Students are reminded of their individual responsibilities in maintaining good citizenship at the beginning of each trimester and in classroom presentations led by the principal when necessary.

Suspensions & Expulsions			
	Dorothy Grant		
	05-06	06-07	07-08
Suspensions (#)	40	24	18
Suspensions (%)	6.92%	3.99%	2.84%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	775	735	707
Suspensions (%)	3.86%	3.72%	3.59%
Expulsions (#)	11	13	3
Expulsions (%)	0.05%	0.07%	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.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: January 29, 2008	Good	Fair	Poor
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Rooms B-2 (Computer lab), D-2, D-4, D-5, F-2, F-5, G-6 K-2: Replace stained ceiling tile.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		D-4, F-5, K-3: Replace missing tag on fire extinguisher.
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		EE2 electrical: Spray for black widow spiders.
Drinking Fountains (inside and outside)	✓		Room E-6: Repair drinking fountain, keeps running when pushed on. Room K-3: Replace missing push lever on drinking fountain at sink.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		Room K-2: Check for roof leaks.
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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. Work orders were generated for all deficiencies.

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.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Dorothy Grant Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and the

principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked a minimum of four times per day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Dorothy Grant 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.

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, Dorothy Grant Elementary did not receive deferred maintenance funds for campus upkeep.

Responsible students may be recommended or volunteer to be a Bernie volunteer. The principal provides training to participating students on how to resolve minor social conflicts that may occur on the playground.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Bernie Bucks are earned by students who demonstrate good citizenship and for random incentive programs such as maintaining 100% attendance during testing weeks. Every Friday, students who have earned Bernie Bucks may deposit their "bucks" into the school drawing for special prizes and verbal recognition in classroom presentations. Students achieving outstanding efforts in academics, attendance, and citizenship are recognized at awards assemblies at the end of each trimester.

After-school programs feature fun activities that promote fitness, academic enrichment, and community services. Students are invited to participate in Smart Kids, a structured after-school program, until 6:00 p.m. daily. Activities include academic enrichment, tutoring, homework support, and fun recreational games.

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				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	2	2	
1	19.2	5		
2	20.0	4		
3	21.0		4	
4	25.3	1	3	
5	29.3		4	
2006-07				
K	24.0	2	2	
1	20.8	1	4	
2	18.2	5		
3	20.0	3	2	
4	32.8		1	3
5	33.0			3
2007-08				
K	25.0	1	1	2
1	20.0	5	1	
2	20.2	4	1	
3	20.2	3	2	
4	33.0			3
5	32.7		1	2

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Dorothy Grant 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, Dorothy Grant Elementary held three staff development days that focused on:

- Guided Oral Practice for Reading and Writing
- Differentiation/Assessment for Connections to English Language Arts
- Grade Level Collaboration
- Number Sense and Problem Solving
- Workshop Ideas

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.

In addition to the core subject areas, districts are required to disclose in their SARC's 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

District Adopted Textbooks			
	Publisher	Grades	Year Adopted
Language Arts			
	Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
	Hampton Brown; <i>Into English</i>	K-5	1998
	Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6	2003
	Hampton Brown; <i>High Point</i>	6	2003
Math			
	Houghton Mifflin; <i>California Mathematics</i>	K-5	2008
	Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	2008
Science			
	Houghton Mifflin; <i>California Science</i>	K-6	2007
Social Science			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006
	Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	2006

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 7:30 a.m. to 3:30 p.m. and is staffed by a full-time librarian. The library features over 7,000 titles in English and more than 140 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and books on tape. Six Internet-accessible computers are available for research activities. 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

Dorothy Grant Elementary has an average of five computers in each fourth and fifth grade classroom and an average of three computers in each of the K-3 classes. Students use classroom computers for research and reinforcement of weekly class lessons. The school's computer lab houses 34 Internet-accessible workstations and is used for whole class instruction to reinforce class lessons.

Two mobile labs each have 16 laptops with wireless access to the school's network and Internet. Mobile labs are used for special classroom projects. Each teacher determines the method to integrate technology into the curriculum. Most computers are equipped with Kidspiration® (literacy and comprehension), Read Naturally®, Photoshop, Inspiration, and *unitedstreaming*.

Dorothy Grant Elementary provides state-of-the-art tools for students to be producers of technology rather than users. All kindergarten and first grade classes are equipped with a SMARTBoard; and all second, third, fourth, and fifth grade classrooms use Schoolpods, which are used to enhance the delivery of class lessons.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Dorothy Grant Elementary had 26 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.

Counseling & Support Services Staff

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

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Dorothy Grant 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	0.5
School Nurse	1	0.2
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.4
LSH Aide	1	0.2

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

	Teacher Credentials & Assignments							
	Dorothy Grant				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	25	28	27		1823	1885	1869	
Teachers with Full Credential	23	25	26		1723	1802	1764	
Teachers without Full Credential	2	3	1		100	83	105	
Teachers in Alternative Routes to Certification	0	3	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	1		33	19	95	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	5	2	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	5	2	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Dorothy Grant	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	
	Dorothy Grant	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	38.0	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	47.9	49.2
Bachelor's Degree	9.9	11.3
Less than a Bachelor's Degree	4.2	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	Average of Districts in Same
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				
	Dorothy Grant	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,356	\$7,893	67.9%	N/A	N/A
Restricted (Supplemental)	\$1,313	\$2,383	55.1%	N/A	N/A
Unrestricted (Basic)	\$4,043	\$5,510	73.4%	\$5,300	76.3%
Average Teacher Salary	\$63,955	\$64,747	98.8%	\$65,008	98.4%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2005-06 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
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/ Underperforming Schools Program
- 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 Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Dorothy Grant Elementary 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 Dorothy Grant Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Dorothy Grant Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

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