

MANGO ELEMENTARY SCHOOL

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A 2005-06 California
Distinguished School

2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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Inspection Results

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 the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about the Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and 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 Mango Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Mango Elementary School believes that cooperation between school and community is imperative, and this is reflected in our school mission statement:

The Mango School Community is dedicated to providing a safe and positive environment where all students become effective communicators, creative problem solvers, and healthy, compassionate, responsible citizens.

Parent Involvement

Parents are encouraged to get involved in Mango Elementary's learning community by volunteering in the classroom, attending school events, sharing in the decision-making process, or taking advantage of parent education activities. Events such as Mango Reading Club, Family Wellness Sessions, Parent Orientation, Open House, and PJ Night provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, Student Intervention Teams, Parent Liaison

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.

Team, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parent Success Study Groups are held after school by teachers in each grade level; teachers tutor parents on subject matter so they can help their child at home. The Mango Reading Club is a parent-run group that meets once a week; the club encourages parents and their children to attend and participate in activities designed to promote reading.

School-to-home communication, in both English and Spanish, takes place through the bimonthly school newsletter which features a message from the principal, articles from the counselors, student recognition announcements, study aides and tips, and a list of upcoming events. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. At the beginning of each a month, a student calendar is sent home with students. Parents seeking more information how to be an active member of the school community may contact the school office at (909) 357-5660.

School Profile

Mango Elementary School is a single-track, year-round school serving 656 students in kindergarten through fifth grade, including 9.45% in special education, 43.8% qualifying for English learner support, and 67.2% qualifying for free or reduced price lunch. The school's preschool program is open to eligible 3-5 year olds and offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Mango Elementary was honored to receive the 2004-05, 2005-06, 2006-07, and 2007-08 SPARC Academy Recognition Award from the California Counselor Leadership Academy in recognition of the school's exemplary counseling program. (SPARC is the acronym for Support Personnel Accountability Report Card.) Every staff member and parent volunteer is dedicated to ensuring the academic success of all students in a safe and comprehensive educational experience.

Percentage of Students by Ethnicity 2007-08 Enrollment: 656

African-Amer.	8.1%
Amer. Indian or Alaskan Native	0.3%
Caucasian	5.3%
Asian	1.4%
Filipino	1.2%
Hispanic or Latino	83.2%
Pacific Islander	0.2%
Multiple or No Response	0.3%

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Mango 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. 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 Mango 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 Mango 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, Mango 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, 27.6% 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

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

	Mango			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	35	35	43.8	28	30	34	42	43	46
Math	43	49	54.5	27	27	30	40	40	43
Science	12	26	36	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

	Mango						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	48	*	*	*	43.3	*	40
Math	48.3	*	*	*	54.9	*	35
Science	*		*	*	36		*
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

	Mango					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	35	50	34.1	43.6	14	
Math	54	52	51.4	54.4	19	
Science	31	40	20	36	0	
History						

Academic Performance Index (API)
Three-Year Performance Comparison

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		5	3	5
Similar Schools Rank		10	6	7
Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	769	-31	42	21
Ethnic Subgroups				
Hispanic or Latino	771	-33	48	19
Other Subgroups				
Economically Disadvantaged	769	-31	42	21
English Learners	736	-37	57	12

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	Mango	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 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, Mango Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program requirements.

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

Title I Program Improvement (PI) Status

	Mango	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	[Hatched Box]	
Percent of Schools Currently Identified for PI	[Hatched Box]	

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

School Facilities & Safety

Mango Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1992; 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 Improvement Projects:

- Updated sprinkler system
- Removed multiple trees throughout campus

2008-09 Improvement Projects:

- Repaved asphalt
- Landscape improvements throughout the campus

Campus Description		Qty.
Year Built		1992
Acreage		10 ac
Square Footage		56,137 sf
# of Permanent Classrooms		23
# of Portable Classrooms		12
# of Restrooms (student use)		4 sets
Library		1
Computer Lab		1
Staff Lounge		1
Teacher Work Room		1
Cafeteria/Multipurpose Room with stage area		1

Campus Supervision

Breakfast is available each morning in the cafeteria before school starts and is supervised by two noon aides. At 7:30 a.m. when the campus is open for students arriving to school, two noon aides and four teachers share supervision of students on the

playground and at the front entrance areas of the school. During recess, noon aides and teachers are on the playground to ensure students play safely. At lunch time, two noon aides are stationed in the cafeteria and three noon aides are stationed on the playground to monitor student activities. When students are dismissed for the day, all teachers escort their classes to the bus and student pickup areas to ensure a safe and orderly departure. Mango 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 most current plan was reviewed, updated, and approved by school staff in February 2008. A 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.

Campus Maintenance

School custodial staff and the district's maintenance department work together

Item Inspected	School Facility Good Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection: March 17, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			B23: Replace damaged weather stripping on inside door frame. Boys' RR by 19: Repair loose stall door on handicap stall. Tighten loose threshold.
Interior Surfaces (walls, floors, and ceilings)	✓			Rooms 2, B27: Replace stained ceiling tiles. Room 11: Replace two broken vinyl floor tiles. Room 20: Replace carpet in room. Rooms 4, 9, K4: Clean stains off of ceiling light diffusers. Rooms 4, 6, 12, 14, Preschool, Nurse room: Inspect and replace out-of-date fire extinguisher.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			Kitchen Office: Inspect and replace out-of-date fire extinguisher.
Electrical (interior and exterior)	✓			Room B27: Repair loose electric outlet on east wall. Rooms 12, B29: Replace broken cover plate on east wall outlet.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Room K3: Repair the loose drinking fountain outside of K3/K4.
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms 2, B27: Inspect for roof leaks.
Overall Cleanliness	✓			

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

Rating Description:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Work orders were generated for all deficiencies.

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 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 Mango 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 principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked for cleanliness in the morning, afternoon, and as needed throughout the day. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Mango 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 March 17, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to 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, Mango Elementary did not receive deferred maintenance funds for campus upkeep projects.

Classroom Environment

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	20.8	2	2	
1	20.5	2	4	
2	19.3	6		
3	20.2	3	2	
4	26.3		4	
5	28.8		4	
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.5	2	1	1
1	18.0	4	1	
2	20.2	5	1	
3	18.5	6		
4	32.3		1	2
5	28.7		3	
Combo K-3	18.0	1		
Combo 4-5	25.0		1	
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.5	2	2	
1	20.4	3	2	
2	19.8	4		
3	18.3	6		
4	30.3		4	
5	28.3		4	
Combo K-3	20.0	1		

Combo classes are any combination of K-3 and 4-5 grades.

Suspensions & Expulsions			
	Mango		
	05-06	06-07	07-08
Suspensions (#)	11	17	7
Suspensions (%)	1.66%	2.61%	1.07%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	05-06	06-07	07-08
	Suspensions (#)	1040	977
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.

Discipline & Climate for Learning

Students at Mango Elementary are guided by school rules and behavioral expectations established by the Fontana Unified School District. The goal of Mango Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students are aware of their responsibilities in maintaining good behavior and work as a team to ensure conduct in the classroom and on the playground is appropriate and respectful. Progressive disciplinary measures begin in the classroom. If a student continues making poor choices in behavior, the student is referred to the principal's office where more serious strategies are employed.

Classroom teachers review and discuss school rules and behavioral expectations with students at the beginning of the school year. The principal hosts a schoolwide discipline assembly to review school rules and consequences for poor conduct. Each student is provided a student handbook which contains academic, behavioral, and safety policies. All fourth and fifth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers.

Throughout the school year, counselors visit the classrooms to discuss discipline policies and student behavior issues. Students are reminded of their behavioral responsibilities as needed through personal notes from teachers to parents, assemblies, and the school newsletter.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students "caught being good" by any school staff member are issued a raffle ticket. At the

end of the week students deposit their raffle tickets into a drawing for special incentive prizes.

Students who have demonstrated outstanding academic achievements, attendance, and citizenship are honored at awards assemblies held at the end of each trimester. Weekly drawings are held for students maintaining perfect attendance for the week; two students in K-3 and two students in 4-5 are selected from the drawing to receive a special prize provided by the PTA. Each Friday, students may earn points for their participation in the school's Accelerated Reader Program and Shining Stars Incentive program. Students accumulating required points receive a \$5 gift card (sponsored by the PTA), a silver pencil, and a special certificate from the principal at classroom presentations.

Supplemental during-school enrichment programs feature fun activities that promote music appreciation and academic enrichment. Mango Elementary offers instrumental music and choir programs as part of the regular curriculum. All students participate in fun science and music-related activities.

Curriculum & Instruction

Staff Development

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

- Open Court
- Connect to the Core
- English Learner Intervention
- Vocabulary Knowledge
- Spotlight Materials
- Writing Fluency
- Literacy Development

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 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 7:30 a.m. to 3:00 p.m. and is staffed by a full-time library technician. The library features over 11,000 titles in English and more than 150 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, magazines, newspapers, and dictionaries. Four Internet-accessible computers are available for online research, Accelerated Reader testing, and electronic title searches. Students visit the library with their class once a week; students may visit the library on their own before school and after school.

Technology Resources

During the 2007-08 school year, Mango Elementary had a total of 100 computers. The school's computer lab features Internet-accessible computers which are used for whole class instruction. Each teacher determines the subject area and method to integrate technology into all subject areas. Lab and classroom computers are used for Read Naturally, Accelerated Reader testing, Accelerated Math testing, STAR Reading, research, access to ten SMARTBoards, to enhance delivery of lessons and utilize web-based educational resources.

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
Math			
	Houghton Mifflin; <i>California Mathematics</i>	K-5	2008
Science			
	Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006

Professional Staff

Counseling & Support Services Staff

Mango 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. Mango 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	1	0.5
Psychologist	1	0.5
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.5

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

Teacher Assignment

For the 2007-08 school year, Mango Elementary had 29 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.

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.)

Teacher Credentials & Assignments

	Mango				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	30	30	29		1823	1885	1869	
Teachers with Full Credential	29	30	29		1723	1802	1764	
Teachers without Full Credential	1	0	0		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		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	6	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	6	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	
Mango	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	
	Mango %	FUSD %
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	37.9	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	62.1	49.2
Bachelor's Degree	0.0	11.3
Less than a Bachelor's Degree	0.0	2.2

**Current Expense of Education per Pupil
2006-07**

SARC Data & Internet Access

Expenditures Per Pupil	Dollars Spent per Student				
	Mango	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,645	\$7,893	71.5%	N/A	N/A
Restricted (Supplemental)	\$1,279	\$2,383	53.7%	N/A	N/A
Unrestricted (Basic)	\$4,366	\$5,510	79.2%	\$5,300	82.4%
Average Teacher Salary	\$81,115	\$64,747	125.3%	\$65,008	124.8%

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mango 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 Mango Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Mango 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

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
- 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

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 21, 2008. Results of the inspection and corrective action taken by the district are provided in table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
There were no "good repair" or "extreme" deficiencies observed during the inspection.			