

TED J. PORTER 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

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

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

We recognize that a successful school experience is the result of shared responsibility between home and school. Parents are

encouraged to join our efforts. Parents are teachers too, and what parents do with their children at home has a powerful influence on children's performance at school.

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

School Mission

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

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

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.

Parent Involvement

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

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

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

School Profile

Ted J. Porter Elementary School is a single-track, year-round school serving 724 students in kindergarten through fifth grade, including 4.7% in special education, 54.7% qualifying for English learner support, and 76.6% qualifying for free or reduced price lunch. The use of technology is strongly emphasized throughout the curriculum and used as a tool to enhance class lessons.

Percentage of Students by Ethnicity

2007-08 Enrollment: 724

African-Amer.	8.8%
Amer. Indian or Alaskan Native	0.3%
Caucasian	4.4%
Asian	0.3%
Filipino	0.3%
Hispanic or Latino	85.1%
Pacific Islander	0.1%
Multiple or No Response	0.7%

Student Achievement

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

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Ted J. Porter Elementary provided individualized intervention programs for students not meeting grade level proficiency standards.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Ted J. Porter Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test.

The STAR is comprised of the California Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST 6. 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, Ted J. Porter Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 11.6% 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.

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

	Ted Porter			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	29	37	37	28	30	34	42	43	46
Math	36	43	42	27	27	30	40	40	43
Science	6	19	27	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**

	Ted Porter						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	29	*	*	*	36	*	60
Math	24	*	*	*	44	*	55
Science	14	*		*	27		*
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**

	Ted Porter					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	37	38	27	37		
Math	41	43	37	43		
Science	33	22	9	27		
History						

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

	API Rank		
	2005	2006	2007
Statewide Rank	1	2	3
Similar Schools Rank	2	4	7

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	746	77	37	24
Ethnic Subgroups				
Hispanic or Latino	745	72	48	18
Other Subgroups				
Economically Disadvantaged	746	77	37	24
English Learners	725	81	42	15

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	Ted Porter	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, Ted J. Porter Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation 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

	Ted Porter	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 2007-08 school year.

School Facilities & Safety

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

2007-08 Campus Improvement Projects:

- Removal of nine portables for an addition of 15 permanent classrooms with wireless internet access
- Opened north parking lot for bus pick-up and drop-off area

Campus Description	
Year Built	2005
Acreage	10 ac
Square Footage	37,432 sf
	Qty.
# of Permanent Classrooms	31
# of Portable Classrooms	8
# of Restrooms (student use)	2 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

Campus Supervision

Each morning before school starts, the principal and one teacher greet and shake hands with students as they enter through the main gate. During recess, two proctors and one teacher are on the playground to ensure students play safely. At lunch time, four proctors monitor cafeteria and playground activities. When students are dismissed for the day, students in grades K-3 remain in the classroom until a parent/guardian arrives to take them home. Teachers escort their fourth and fifth grade students to the designated exit areas, and three proctors supervise the bus loading areas to ensure students depart safely. Ted J. Porter Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in Spring 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 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 (senior custodian), one full-time evening custodian, and one part-time evening custodian are assigned to Ted J. Porter Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and the assistant principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at Ted J. Porter Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on April 16, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: April 16, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		Room BC1: Adjust door.
Interior Surfaces (walls, floors, and ceilings)	✓		Rooms A102, A106, P8, P14, P16, T2: Replace stained ceiling tiles. Room P5: Repair hole in wall by door. Room F102: Repair loose drywall taping in corner.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		F103: Repair loose hanging ceiling light diffuser.
Fire Safety	✓		D102: Replace missing glass on fire extinguisher wall box.
Electrical (interior and exterior)	✓		Portable Boys' Restroom: Replace broken ceiling light diffuser. C112 Office: Replace broken ceiling light diffuser. Clean stained ceiling light diffuser.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		F107 Workroom: Adjust water pressure on faucet in sink. Room E109: Replace washer in gooseneck faucet.
Restrooms	✓		BT12 Boys' Restroom: Repair loose faucet in south sink.
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		Rooms A102, A106, P8, P14, P16, T2: 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.

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, Ted J. Porter Elementary received \$191,966 of deferred maintenance funds which were used for roof projects.

Classroom Environment

Discipline & Climate for Learning

Students at Ted J. Porter Elementary are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavior trends when addressing consequences for poor choices in behavior.

At the beginning of the school year, school rules and behavior expectations are shared with students in the classroom and at a behavior assembly. Twice a month, the whole school participates in "Recess Meetings"; these brief meetings are used to address chronic trends of unacceptable behavior as well as recognize students for demonstrating good citizenship.

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

Suspensions & Expulsions			
Ted Porter			
	05-06	06-07	07-08
Suspensions (#)	14	15	30
Suspensions (%)	1.87%	2.03%	4.16%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.14%	0.00%

FUSD Elementary Schools			
	05-06	06-07	07-08
Suspensions (#)	775	735	707
Suspensions (%)	3.82%	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.

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

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

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	29.3		4	
1	19.7	6	1	
2	19.7	6	1	
3	20.2	5	1	
4	27.5		4	
5	31.3		4	
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	32.0		3	1
1	20.3	5	2	
2	19.9	8		
3	19.3	7		
4	28.3		4	
5	25.8		4	
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	4	2	
1	19.7	6	1	
2	17.0	8		
3	19.7	7		
4	29.0		4	
5	29.0		4	

Curriculum & Instruction

Staff Development

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

- Research and Theory
- Focus and Motivation Strategies
- Input Strategies
- Guided Oral Practice
- Reading/Writing Activities

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.

Library Resources

The school library is open from 7:45 a.m. to 2:45 p.m. and is staffed by a full-time library technician. The library features over 12,000 titles in English and more than 120 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Two Internet-accessible computers are available for Accelerated Reader testing and electronic title searches. Students visit the library with their class at least twice a week; students may visit the library on their own time before school, during lunch, and after school.

Technology Resources

During the 2007-08 school year, Ted J. Porter Elementary had a total of 108 computers. The school's computer lab features Internet-accessible workstations and is used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the language arts curriculum. Students use classroom and lab computers for research and to access educational-based programs such as KidBiz 3000, Study Island, Accelerated Reader, Accelerated Math, English in a Flash, *unitedstreaming*, STAR Reading, and STAR Math. All classrooms have an LCD projector and interactive SmartBoard used to enhance classroom instruction.

District Adopted Textbooks

Publisher	Grade	Year Adopted
Language Arts		
EMM McGraw-Hill; Open Court Reading	K-6	2004
Houghton Mifflin; Into English	K-6	1998
Math		
Scott Foresman; California Mathematics	K-6	2008
Science		
Houghton Mifflin; California Science	K-6	2007
Social Science		
Houghton Mifflin; Social Studies	K-6	2008

Professional Staff

Teacher Assignment

For the 2007-08 school year, Ted J. Porter Elementary had 34 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							
	Ted Porter				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	32	35	34		1823	1885	1869	
Teachers with Full Credential	32	35	34		1723	1802	1764	
Teachers without Full Credential	0	0	1		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	1		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	4	4	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	4	4	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	
Ted Porter	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	
	Ted Porter %	FUSD %
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	22.9	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	65.7	49.2
Bachelor's Degree	8.6	11.3
Less than a Bachelor's Degree	2.9	2.2

Counseling & Support Services Staff

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

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Ted J. Porter Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

	Counselors & Support Personnel	
	(Nonteaching Professional Staff)	
	2007-08	
	No. of Staff	FTE
Counselor	0	
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	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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**

SARC Data & Internet Access

DataQuest

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

Expenditures Per Pupil	Dollars Spent per Student				
	Ted Porter	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,219	\$7,893	66.1%	N/A	N/A
Restricted (Supplemental)	\$884	\$2,383	37.1%	N/A	N/A
Unrestricted (Basic)	\$4,336	\$5,510	78.7%	\$5,300	81.8%
Average Teacher Salary	\$51,089	\$64,747	78.9%	\$65,008	78.6%

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, Grades 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

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 22 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.			