

# VIRGINIA PRIMROSE 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

I'd like to welcome you to Virginia Primrose Elementary School's Annual School Accountability Report Card and thank you for taking the 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.

It is the belief of Virginia Primrose Elementary School that students can and will excel in an environment that is tailored to their evolving needs. Our API and AYP growth during the past 5 years reflects the great strides we have made during that time. Although we recognize our areas of needs and concern, we are extremely proud that we continue to meet all academic goals from the state, district and federal government.

The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides

an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Virginia Primrose Elementary School change with the times and maintain flexibility in this and future

• **Title I Academic  
Achievement Award for 2007-08**

• **Nominated for California  
Distinguished School 2008**

• **California Business for Education  
Excellence/Just for the Kids -  
California Honor Roll 2008 Award**

### District Goals

**LEARNING FOR ALL STUDENTS** Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

**SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS** Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

**QUALITY STAFF PROVIDING QUALITY SERVICE** Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

**SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION** Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

**ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS** Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

## School Mission

Students at Virginia Primrose Elementary School will learn in a positive and safe environment where they are challenged to develop their academic and creative potential. The staff is dedicated to ensuring that all students succeed in a changing world.

## Parent Involvement

Parents are encouraged to become involved in Virginia Primrose Elementary's learning community by volunteering in the classroom, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Open House, Kindergarten Orientation, and seasonal celebrations provide opportunities for parents to interact with school staff while supporting their child's academic programs. 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.

Some teachers offer after-school workshops throughout the school year to discuss the schoolwide discipline program, Accountability Concepts. Workshops share behavior philosophies and strategies that parents may implement at home with their child/children. Presentations are provided in both English and Spanish.

All school-to-home communication is provided in both English and Spanish. The school newsletter is sent home each trimester and features messages from the principal and assistant principal, teacher-prepared articles, upcoming events, and articles/tips on how parents can help their students with reading at home. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, flyers and letters are sent home to remind parents of school activities or important events. At the end of the year, the principal issues a letter to all parents to express appreciation for everyone's efforts in supporting Virginia Primrose Elementary School. Parents seeking more information about volunteering their time to the school community may contact the principal or assistant principal at (909) 357-5790.

## School Profile

Virginia Primrose Elementary School is a multi-track, year-round school serving 746 students in kindergarten through fifth grade including 18.23% in special education, 46.1% qualifying for English learner support, and 89.1% qualifying for free or reduced price lunch. 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. Virginia Primrose Elementary hosts an Early Childhood Education program on campus for 3-4 year olds who have an Individual Education Plan.

### Percentage of Students by Ethnicity 2007-08 Enrollment: 746

African-Amer.	8.4%
Amer. Indian or Alaskan Native	0.9%
Caucasian	6.0%
Asian	2.3%
Filipino	0.8%
Hispanic or Latino	80.8%
Pacific Islander	0.8%
Multiple or No Response	0.0%

As a member of the nationwide Reading First program, Virginia Primrose Elementary is committed in its efforts to help all students become successful early readers and in establishing a high-quality, comprehensive reading curriculum. The school's learning environment is filled with compassion; students, teachers, and visitors are met with respect, consideration, and cooperation each day. Highly qualified teachers deliver a challenging standards-based curriculum designed to meet the wholistic needs of every child.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Virginia Primrose 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. This matrix was used 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 Virginia Primrose 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 Virginia Primrose 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), California Modified Assessment (CMA) the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. The CMA is an alternate assessment based on modified achievement standards for children with disabilities who have an Individualized Education Program (IEP). CAPA is administered to students with significant disabilities who are not able to take the CST. 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, Virginia Primrose 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, 1.7% 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

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

	Virginia Primrose			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	28	32	44.2	28	30	34	42	43	46
Math	39	44	53.1	27	27	30	40	40	43
Science	14	34	43	18	23	31	35	38	46
History				17	17	19	33	33	36

\* 2007-08 scores have been adjusted to include California Modified Assessment results. For more information, please visit [www.cde.ca.gov/ta/tg/sr/cmastar.asp](http://www.cde.ca.gov/ta/tg/sr/cmastar.asp)

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

	Virginia Primrose							
	African-Amer.	Amer. Alaskan Native	Indian or Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	38	*	*	45	*	38	*	47
Math	30	*	*	58	*	51	*	55
Science	*	*	*	*	*	41	*	*
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

	Virginia Primrose					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	29	43	23	38	16	
Math	48	52	41	50	41	
Science	44	42	22	43	*	
History						

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

	API Rank		
	2005	2006	2007
Statewide Rank	3	3	5
Similar Schools Rank	9	8	10

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	749	19	54	-18
Ethnic Subgroups				
Hispanic or Latino	748	22	46	-14
Other Subgroups				
Economically Disadvantaged	749	19	53	-19
English Learners	727	32	46	-28
Students with Disabilities	687			-54

(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.

**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	Virginia Primrose	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

• 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.

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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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, Virginia Primrose 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/](http://www.cde.ca.gov/ta/ay/).

Title I Program Improvement (PI) Status	Virginia Primrose FUSD	
	Not in PI	In PI
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		
		4
		9.1%

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

## School Facilities & Safety

Virginia Primrose Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1980; since that time, original facilities have been modernized and classrooms, a multipurpose room, and a kitchen were added to accommodate increased enrollment. Students maintain a garden located in front of the school; foliage was donated by the local Home Depot. The rear portion of the campus near the playground area is lined with pine trees, creating a "woody" outdoor atmosphere. 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:

- Full campus renovation (two-year project)
- Installation of new landscaping

2008-09 Campus Improvement Projects:

- Construction of new computer lab (32 laptops)

Campus Description	
Year Built	1980
Acreage	9 ac
Square Footage	60,112 sf
	Qty.
# of Permanent Classrooms	0
# of Portable Classrooms	31*
# of Restrooms (student use)	2 sets
Library	1
Special Education Room with two sets of Restrooms	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

\* While the campus undergoes a comprehensive renovation, 31 portable classrooms have been installed as temporary housing until the renovation project is completed. The Special Day Class has been temporarily relocated to another elementary school in the district.

### Campus Supervision

Each morning before school starts, the principal and assistant principal walk around the campus, greeting students and staff a "good morning." One teacher monitors the front entrance area of the campus while three noon aides are on the playground and three noon aides are in the cafeteria supervising student activities. During recess, three noon aides monitor playground activity. At lunch time, the custodian and two noon aides are assigned to the cafeteria, two additional noon aides are assigned to the kindergarten tables in the cafeteria, and two noon aides are on the kindergarten playground. At the end of the school day, one teacher is stationed at the

exit gate, one teacher assigned to the parking lot, two teachers assigned to the north exit gate, and two teachers are in the bus loading zone to ensure students depart in a safe and orderly manner. The remaining unassigned teachers and both administrators circulate about the campus to make sure students are proceeding responsibly to departure areas or after-school activities. Virginia Primrose 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 current plan was reviewed, updated, and discussed with school staff in October 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 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 and two full-time evening custodians are assigned to Virginia Primrose Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms and supplies are checked routinely 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 Virginia Primrose Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 28, 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			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Most Recent Inspection:</b> <b>February 28, 2008</b>				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)		✓		Admin. Workroom, Room 30, 31 42: Replace stained ceiling tiles. Rooms C, D, 33, 35, 37, 38, 41, 43: Repair carpet tears.
Hazardous Materials (interior and exterior)	✓			Playgrounds: Grind tree stumps in area south of new portable restrooms.
Structural Damage	✓			Room A: Paint outside ramp surface with non-skid coating. Room 24: Repair fencing between portables 24/25. Room 29: Repair fencing between portables 29/30.
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Admin. Workroom, Rooms 31, 42: Check for roof leaks.
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status				
Overall Summary	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.*

## 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, Virginia Primrose Elementary did not receive deferred maintenance funds for campus improvement projects.

## Classroom Environment

### Discipline & Climate for Learning

School rules and behavior expectations are guided by Accountability Concepts, an innovative, positive approach empowering children to make good choices in behavior and understanding the consequences of their choices. In some classes, each student has a pyramid in his or her classroom with pieces that represent qualities such as trustworthiness, good attitude, working hard, selflessness, self-control, and responsibility. If students choose not to exhibit appropriate behavior, they may lose a piece of their personal pyramids. They must tell the teacher what it was they did or said that caused them to lose the piece and what they are willing to do to earn a piece back. Teachers take daily "fun breaks" for a few minutes or give students a small reward.

For those students who continue having difficulty with making good choices, school staff explore the behavior and identify the triggers to develop a behavior plan to prevent poor conduct in the future. When behavior plans are not successful and class lessons are disrupted, more serious disciplinary measures are imposed, which include phone calls to parents, parent conferences, counseling, suspension, and in some cases expulsion.

At the beginning of the school year, the principal and assistant principal visit each classroom to discuss school rules, behavior expectations, no-bullying policies, and sexual harassment policies (upper grades only). Each student is given a parent/student handbook (English and Spanish) which outlines district policies and school rules.

Responsible students may participate in the conflict mediators program and receive formal student-to-student mediation training. Students meet after school once a month with a certificated teacher to discuss student behavior/social issues. Conflict mediators help resolve minor playground disputes and forward more serious issues to school staff.

Suspensions & Expulsions			
	Virginia Primrose		
	05-06	06-07	07-08
Suspensions (#)	72	57	48
Suspensions (%)	8.27%	7.01%	6.27%
Expulsions (#)	1	0	1
Expulsions (%)	0.11%	0.00%	0.13%
FUSD Elementary Schools			
	05-06	06-07	07-08
	Suspensions (#)	1107	1040
Suspensions (%)	5.37%	5.18%	3.59%
Expulsions (#)	14	13	3
Expulsions (%)	0.07%	0.06%	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. Virginia Primrose Elementary conducts awards assemblies at the end of each trimester. Students have many opportunities to earn the following honors:

- District Placement in Reading
- District Spelling Bee
- Proficient/Advanced Award (CST Performance)
- English Learner - (Medals presented to students increasing level of language acquisition)
- Principal's List Trophy
- Perfect Attendance Trophy

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. Virginia Primrose Elementary invites students to participate in:

- Chess Club
- Conflict Mediators
- Drill team
- Math Field Day
- Morning Reading Literature Group
- Read-In
- Red Ribbon Week
- Spelling Bee
- Talent Show
- Yearbook

## 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	19.5	4	2	
1	20.5	3	3	
2	19.0	7		
3	20.0	5	1	
4	29.0		4	
5	31.0		3	2
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	30.8		4	
1	23.0	5		1
2	15.7	7		
3	20.4	1	4	
4	29.8		3	1
5	28.8		4	
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.8		4	
1	20.0	6		
2	18.5	6		
3	19.8	5	1	
4	30.5		3	1
5	30.3		3	1

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Virginia

Primrose 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, Virginia Primrose Elementary held three staff development days that focused on:

- Physical Education Curriculum
- Reading Intervention

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 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 8:00 a.m. to 4:30 p.m. and is staffed by a full-time librarian. The library features over 18,600 titles in English and more than 300 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Five Internet-accessible computers are available for Accelerated Reader testing, electronic title searches, and completing special projects at lunch time. 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.

District Adopted Textbooks			
	Publisher	Grades	Year Adopted
<b>Language Arts</b>			
	Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
	Hampton Brown; <i>Into English</i>	K-5	1998
<b>Math</b>			
	Scott Foresman; <i>California Mathematics</i>	K-5	2008
<b>Science</b>			
	Houghton Mifflin; <i>California Science</i>	K-5	2007
<b>Social Science</b>			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006

## Technology Resources

Each classroom has a minimum of five computers each which are used for research (fourth and fifth grades), Accelerated Reader testing, keyboarding, word processing, Study Island, and *unitedstreaming*. Each teacher determines the subject area and method to integrate technology into the curriculum. All teachers have a laptop and have access to SMARTBoards™ and document cameras to enhance class lessons using supplemental resources.

## Professional Staff

### Teacher Assignment

For the 2007-08 school year, Virginia Primrose Elementary had 32 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								
	Virginia Primrose				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	38	38	35		1823	1885	1869	
Teachers with Full Credential	34	37	32		1723	1802	1764	
Teachers without Full Credential	4	1	3		100	83	105	
Teachers in Alternative Routes to Certification	0	0	3		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	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	8	6	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	8	6	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	
Virginia Primrose	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	
	Virginia Primrose	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	28.6	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	51.4	49.2
Bachelor's Degree	20.0	11.3
Less than a Bachelor's Degree	0.0	2.2

## Counseling & Support Services Staff

Virginia Primrose 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. The Student Study Team (SST) addresses 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.

Counselors & Support Personnel (Nonteaching Professional Staff)		
2007-08		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.6
School Nurse	1	0.3
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.7

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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. Virginia Primrose 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.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget 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 Virginia Primrose 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 Virginia Primrose Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Virginia Primrose 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				
	Virginia Primrose	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,670	\$7,893	84.5%	N/A	N/A
Restricted (Supplemental)	\$2,603	\$2,383	109.2%	N/A	N/A
Unrestricted (Basic)	\$4,334	\$5,510	78.7%	\$5,300	81.8%
Average Teacher Salary	\$53,904	\$64,747	83.3%	\$65,008	82.9%

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 July 22, 2008. Results of the inspection and corrective action taken by the district are provided in table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
MPR	Mech/HVAC	Condensation from air conditioning unit leaking through ceiling	Corrected during modernization
Admin. Office	Interior Surfaces	Stained ceiling tiles	WO#62610 completed 7/30/08
Admin. Office	Electrical	220 electrical box exposed wire	WO#62611 completed 7/25/08
Kindergarten Playground	Electrical	Two light bulbs not working; electrical outlet damaged	WO#62612 cancelled, effected by modernization
Kitchen	Sewer	New sink not operating as designed	Corrected by Food Services Department
MPR	Playground & School Grounds	Cafeteria tables damaged	No record, will investigate. Info not forwarded.
MPR	Overall Cleanliness	Floor and window sills have accumulated dirt and grime	Corrected
Pool	Overall Cleanliness	Accumulated dirt and grime	Corrected
Primary Playground	Overall Cleanliness	Accumulated refuse throughout campus	Corrected