

# SHADOW HILLS ELEMENTARY SCHOOL

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2006 California Distinguished School  
2002-03 Title I Achieving School

www.fusd.net

## 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

Shadow Hills Elementary School has an admirable record in continuous educational improvement. With the goal of helping each student reach their potential, Shadow Hills has recorded ten straight years of growth in both the API and AYP measures, meeting growth goals each year and in all areas. We were selected as a Title I Achieving School in 2002-2003, recognized as a California "Shining Star" school in 2005, named a California Distinguished School in 2005-06, selected as a California Business for Educational Excellence "Honor Roll" school in 2007, and continue to meet the growth standards each year. Our teachers are a well-trained and dedicated group, with 100% of the staff fully credentialed and certified under the requirements of No Child Left Behind.

Meeting educational growth goals is the result of teamwork that includes the school staff, the students, the parents, and the entire community. But meeting those goals is only a part of being a good school. We also work hard to provide a safe and welcoming environment that values each child, one

that respects each individual's background, heritage, and individual skills and needs. Only by caring about the whole child can we help our students develop into young adults ready to survive and thrive in the ever-changing world that awaits them.

It is our intent to utilize the resources of Shadow Hills to support the education of all of our children, maximizing their potential and minimizing obstacles to help each child succeed to their capability. Each year we examine performance data carefully, and re-write our comprehensive school plan to make optimum use of the precious resources available to make us the most effective school we can be.

### Parent Involvement

Parents are encouraged to become involved in Shadow Hills Elementary School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as the Back to School Night BBQ, Open House BBQ, book fairs, school carnival, school

### 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.

cleanup days, multicultural celebrations, third grade Hoedown, and school assemblies 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 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.

School-to-home communication is provided in both English and Spanish. The school newsletter, issued every six weeks, features a message from the principal, information on what's happening at school, parent tips, grade level news, and announcements on upcoming events. Some teachers prepare class newsletters addressing homework, class activities, and relative grade level information. The school marquee and outside bulletin boards highlight important reminders and current news announcements. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information about volunteering their time to the school community may contact the PTA president or outreach consultant at (909) 357-5750. Parents are welcome to stop by the principal's office anytime - the door is always open!

## School Profile

Shadow Hills Elementary School is a multi-track, year-round school serving 571 students in kindergarten through fifth grade, including 8.58% in special education, 47.8% qualifying for English learner support, and 78.6% qualifying for free or reduced price lunch. Shadow Hills Elementary School fosters a caring, nurturing learning environment, and takes great pride in the many accomplishments of its staff, students, and parents. For the past eight consecutive years, Shadow Hills Elementary School has experienced growth in both API and AYP measures.

### Percentage of Students by Ethnicity 2007-08 Enrollment: 571

|                         |       |
|-------------------------|-------|
| African-Amer.           | 8.2%  |
| Caucasian               | 5.3%  |
| Asian                   | 0.9%  |
| Filipino                | 0.7%  |
| Hispanic or Latino      | 84.4% |
| Multiple or No Response | 0.5%  |

In October of 2005, Shadow Hills Elementary School was selected as one of 20 schools statewide to be named a "Shining Star" school for its successful implementation of AB65 student intervention programs. Recent designation as a California Distinguished School reinforced Shadow Hills Elementary School's efforts in helping each student reach their potential. Students are provided a challenging, standards-based curriculum designed to encourage academic achievement through individualized instruction and effective interventions. Teaching staff are committed to promoting positive changes in student learning beyond elementary school.

The teachers of Shadow Hills Elementary School have established and contribute to a scholarship fund for graduating seniors who attended Shadow Hills as elementary students. Former students who have earned a 3.0 GPA or higher and have been accepted into a two- or four-year college program are eligible for the scholarship.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Shadow Hills Elementary School. 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 Shadow Hills Elementary School 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 Shadow Hills 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, Shadow Hills Elementary School 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."

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

|                       | Shadow Hills |       |       | FUSD  |       |       | California |       |       |
|-----------------------|--------------|-------|-------|-------|-------|-------|------------|-------|-------|
|                       | 05-06        | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 | 05-06      | 06-07 | 07-08 |
| English-Language Arts | 37           | 40    | 42    | 28    | 30    |       | 42         | 43    | 46    |
| Math                  | 49           | 49    |       | 27    | 27    |       | 40         | 40    | 43    |
| Science               | 28           | 29    | 43    | 18    | 23    | 31    | 35         | 38    |       |
| History               |              |       |       | 17    | 17    | 19    | 33         | 33    |       |

*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**

|                       | Shadow Hills      |                         |                    |          |                       |                     |           |
|-----------------------|-------------------|-------------------------|--------------------|----------|-----------------------|---------------------|-----------|
|                       | African-<br>Amer. | Amer.<br>Alaskan Native | Indian or<br>Asian | Filipino | Hispanic or<br>Latino | Pacific<br>Islander | Caucasian |
| English-Language Arts | 51                |                         | *                  |          | 39                    |                     | 74        |
| Math                  | 59                |                         | *                  |          | 52                    |                     | 68        |
| Science               | 67                |                         |                    |          | 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**

|                       | Shadow Hills |        |                     |                               |                               |                      |
|-----------------------|--------------|--------|---------------------|-------------------------------|-------------------------------|----------------------|
|                       | Male         | Female | English<br>Learners | Economically<br>Disadvantaged | Students with<br>Disabilities | Migrant<br>Education |
| English-Language Arts | 36           | 46     | 26                  | 39                            | 22                            |                      |
| Math                  | 54           | 54     | 46                  | 52                            | 42                            |                      |
| Science               | 45           | 40     | 14                  | 38                            | *                             |                      |
| History               |              |        |                     |                               |                               |                      |

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

| Results                    | 2008 API<br>Score | API Rank                 |         |         |
|----------------------------|-------------------|--------------------------|---------|---------|
|                            |                   | 2005                     | 2006    | 2007    |
| Statewide Rank             |                   | 5                        | 5       | 6       |
| Similar Schools Rank       |                   | 8                        | 8       | 9       |
| Results                    | 2008 API<br>Score | Increase/Decrease in API |         |         |
|                            |                   | 2005-06                  | 2006-07 | 2007-08 |
| Schoolwide - All Students  | 780               | 10                       | 13      | 7       |
| Ethnic Subgroups           |                   |                          |         |         |
| Hispanic or Latino         | 772               | 13                       | 14      | 3       |
| Other Subgroups            |                   |                          |         |         |
| Economically Disadvantaged | 766               | 13                       | 25      | -3      |
| English Learners           | 766               | 35                       | 20      | 3       |

Upon completion of the 2007-08 fitness exam, 33% 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 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                 | Shadow Hills | FUSD |
|-------------------------------|--------------|------|
| Overall School Results        | Yes          | No   |
| Participation Rate            |              |      |
| English-Language Arts         | Yes          | Yes  |
| Math                          | Yes          | Yes  |
| Percent Proficient (CST Exam) |              |      |
| English-Language Arts         | Yes          | No   |
| Math                          | Yes          | No   |
| API                           | Yes          | Yes  |
| Graduation Rate               | N/A          | Yes  |

The AYP table in this report 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. During the 2007-08 school year, Shadow Hills Elementary School qualified for Schoolwide Title I funding and is therefore required to comply with all Title I requirements.

**Title I Program Improvement (PI) Status**

|  | Shadow Hills  | 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.*

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/).

**School Facilities & Safety**

Shadow Hills Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1989; 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:
- Improved campus-wide ADA accessibility

**Campus Description**

|   |             |
|---|-------------|
| Year Built                                  | 1989        |
| Acreage                                     | 6 ac        |
| Square Footage                              | 40,031 sf   |
|   | <b>Qty.</b> |
| # of Permanent Classrooms                   | 18          |
| # of Portable Classrooms                    | 7           |
| # of Restrooms (student use)                | 3 sets      |
| Library                                     | 1           |
| Computer Lab                                | 1           |
| Staff Lounge                                | 1           |
| Teacher Work Room                           | 1           |
| Cafeteria/Multipurpose Room with stage area | 1           |

**Campus Supervision**

Each morning as students arrive on campus, assigned teachers are stationed at the bus zones and on the playground to monitor student activities. During recess and lunch, five noon aides share supervision in the cafeteria and on the playground. At the end of the school day, the principal and assigned teachers oversee parking lot, bus loading, and exit gate activities to ensure students depart in a safe and orderly manner. Shadow Hills Elementary School 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. All exit and entrance gates (three total) are monitored 24 hours a day by closed-circuit television systems.

**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 May 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 online 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 one full-time evening custodian are assigned to Shadow Hills Elementary School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and

| School Facility Good Repair Status              |               |      |      |   |
|---|---------------|------|------|---|
| Item Inspected                                  | Repair Status |      |      |   |
| Most Recent Inspection:<br>January 28, 2008     | Good          | Fair | Poor | Repair Needed and<br>Action Taken or Planned  |
| Gas Leaks                                       | ✓             |      |      |   |
| Mechanical Systems                              | ✓             |      |      |   |
| Windows/Doors/Gates (interior and exterior)     | ✓             |      |      | Girls' Restroom by 18: Secure loose threshold plate under door.<br>Admin. Custodial SW of MPR: Repair broken latch on roof access door.   |
| Interior Surfaces (walls, floors, and ceilings) | ✓             |      |      | 23 Preschool: Reattach laminate to countertop around sink. Room 22: Repair carpet tears. Replace missing tag on fire extinguisher.<br>Girls' Restroom by 12: Reattach loose toilet seat cover. Room 19: Check for leaks and replace stained ceiling tiles. Girls' RR by 12: Reattach loose toilet seat cover. |
| Hazardous Materials (interior and exterior)     | ✓             |      |      |   |
| Structural Damage                               | ✓             |      |      |   |
| Fire Safety                                     | ✓             |      |      | Room 25: Reattach fire extinguisher bracket to wall securely.   |
| Electrical (interior and exterior)              | ✓             |      |      |   |
| Pest/Vermin Infestation                         | ✓             |      |      |   |
| Drinking Fountains (inside and outside)         | ✓             |      |      |   |
| Restrooms                                       | ✓             |      |      |   |
| Sewer   | ✓             |      |      |   |
| Playground/School Grounds                       | ✓             |      |      |   |
| Roofs   | ✓             |      |      |   |
| Overall Cleanliness                             | ✓             |      |      |   |

| Overall Summary of School Facility Good Repair Status |           |      |      |      |
|---|-----------|------|------|------|
| Overall Summary                                       | Exemplary | Good | Fair | Poor |
| 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.*

working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention. Restrooms are checked regularly throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

### District Inspection Results

The district's maintenance department inspects facilities and operating systems at Shadow Hills Elementary School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on January 28, 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, Shadow Hills Elementary School received \$26,320 of deferred maintenance funds which were used for electrical improvement projects throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Students at Shadow Hills Elementary School are well-behaved and conduct themselves in a responsible and respect manner. School rules and behavior expectations are guided by the six P's + 1: *Present, Punctual, Prepared, Polite, Productive, and Persistent*, and if they have successfully achieved all six, *Proud* is what they should feel! In a comfortable, nurturing environment, school staff explain and discuss the various types of appropriate and inappropriate school behavior, encouraging students to make good choices. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are applied in the classroom and if poor conduct continues, the student is referred to school administrators who take into consideration past behavior trends when addressing consequences. Shadow Hills Elementary School realizes that students learn from their mistakes and provides the opportunity for students to recover and correct unacceptable behaviors.

At the beginning of the school year, school rules and behavior expectations are shared with students in the classroom with their teachers. Students in third, fourth, and fifth grade attend assemblies hosted by the principal who presents a MS PowerPoint presentation on no-bullying and sexual harassment policies. Students are given a parent/student handbook when returning to school in the fall; the handbook outlines school rules, district policies, and behavior expectations.

| Suspensions & Expulsions |                            |       |       |
|--------------------------|----------------------------|-------|-------|
|                          | Shadow Hills               |       |       |
|                          | 05-06                      | 06-07 | 07-08 |
| Suspensions (#)          | 5                          | 2     | 11    |
| Suspensions (%)          | 0.83%                      | 0.33% | 1.93% |
| Expulsions (#)           | 0                          | 0     | 0     |
| Expulsions (%)           | 0.00%                      | 0.00% | 0.00% |
|                          | FUSD<br>Elementary Schools |       |       |
|                          | 05-06                      | 06-07 | 07-08 |
| Suspensions (#)          | 775                        | 735   | 707   |
| Suspensions (%)          | 3.82%                      | 3.72% | 4.16% |
| 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 by their teacher every month and recognized as the Student of the Month for demonstrating good citizenship, maintaining positive attendance, improving in academics, overcoming personal obstacles, or experiencing high achievements. To celebrate reading achievements, students and classes earning the highest word counts and points in Accelerated Reader are announced on the intercom system every Friday. The principal makes surprise classroom visits to recognize students for individual accomplishments and exceptional efforts. Students who arrive on time to school every day, all day, earn a collector's dog tag; the principal visits classrooms once a month to present dog tags to qualifying students.

### 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

| Grade | 2005-06         |                      |       |     |
|-------|-----------------|----------------------|-------|-----|
|       | Avg. Class Size | Number of Classrooms |       |     |
|       |                 | 1-20                 | 21-32 | 33+ |
| K     | 23.8            | 2                    | 2     |     |
| 1     | 20.4            | 3                    | 2     |     |
| 2     | 18.8            | 4                    |       |     |
| 3     | 18.4            | 5                    |       |     |
| 4     | 27.8            |                      | 4     |     |
| 5     | 25.5            |                      | 4     |     |
| K-3   | 21.0            |                      | 1     |     |

| Grade | 2006-07         |                      |       |     |
|-------|-----------------|----------------------|-------|-----|
|       | Avg. Class Size | Number of Classrooms |       |     |
|       |                 | 1-20                 | 21-32 | 33+ |
| K     | 22.8            | 2                    | 2     |     |
| 1     | 19.8            | 6                    |       |     |
| 2     | 19.8            | 5                    |       |     |
| 3     | 18.6            | 5                    |       |     |
| 4     | 31.0            |                      | 3     |     |
| 5     | 27.3            |                      | 4     |     |

| Grade | 2007-08         |                      |       |     |
|-------|-----------------|----------------------|-------|-----|
|       | Avg. Class Size | Number of Classrooms |       |     |
|       |                 | 1-20                 | 21-32 | 33+ |
| K     | 19.3            | 3                    | 1     |     |
| 1     | 20.2            | 4                    | 1     |     |
| 2     | 18.0            | 5                    |       |     |
| 3     | 19.8            | 5                    |       |     |
| 4     | 33.0            |                      |       | 3   |
| 5     | 30.0            | 2                    | 1     |     |

Combo classes are any combination of grades K-3.

## Curriculum & Instruction

### Staff Development

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

- Guided Language Acquisition and design (GLAD) Model
- Language Acquisition
- Focus, Motivation, and Input Strategies
- Reading and Writing

### 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 media specialist. The library features 10,710 titles in English and 471 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Two Internet-accessible computers are available for Accelerated Reader testing, research, and electronic title searches. Students visit the library with their class once a week; students may visit the library on their own time before school, during lunch, and after school.

### Technology Resources

During the 2007-08 school year, Shadow Hills Elementary School had a total of 88 computers. The school's computer lab features Internet-accessible workstations and is used for small group instruction and intervention activities. The cafeteria has five computers available for student and parent use. Each teacher determines the method to integrate technology into the language arts,

### 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         |

math, and science curricula. Students use classroom and lab computers for research, creating graphics presentations, writing projects, and to access educational-based programs such as Accelerated Reader, Accelerated Math, Study Island, *unitedstreaming*, Imagine Learning, and Waterford™. Six laptop computers are available for teachers to check out through their grade level leaders. All fourth and fifth grade classrooms have a SMARTBoard™ to enhance classroom instruction and access instructional resources.

## Professional Staff

### Teacher Assignment

For the 2007-08 school year, Shadow Hills Elementary School had 26 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

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

|   | Teacher Credentials & Assignments |       |       |       |       |       |       |       |
|---|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|
|   | Shadow Hills                      |       |       |       | FUSD  |       |       |       |
|   | 05-06                             | 06-07 | 07-08 | 08-09 | 05-06 | 06-07 | 07-08 | 08-09 |
| Total Teachers                                  | 27                                | 29    | 26    |       | 1823  | 1885  | 1869  |       |
| Teachers with Full Credential                   | 27                                | 29    | 26    |       | 1723  | 1802  | 1764  |       |
| Teachers without Full Credential                | 0                                 | 0     | 0     |       | 100   | 83    | 105   |       |
| Teachers in Alternative Routes to Certification | 0                                 | 1     | 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                                 | 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     | 4                                 | 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                           |                                       |
| Shadow Hills      | 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                  |      |
|  | Shadow Hills             | FUSD |
|  | %                        | %    |
| Doctorate  | 0.0                      | 1.5  |
| Master's Degree plus 30 or more semester hours   | 50.0                     | 34.6 |
| Master's Degree                                  | 0.0                      | 1.1  |
| Bachelor's Degree plus 30 or more semester hours | 50.0                     | 49.2 |
| Bachelor's Degree                                | 0.0                      | 11.3 |
| Less than a Bachelor's Degree                    | 0.0                      | 2.2  |

### Counseling & Support Services Staff

Shadow Hills Elementary School 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 Study Teams (SST) 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.

|                        | Counselors & Support Personnel<br>(Nonteaching Professional Staff) |      |
|------------------------|--|------|
|                        | 2007-08  |      |
|                        | No. of Staff   | FTE  |
| Counselor              | 0  |      |
| Psychologist           | 1  | 0.50 |
| School Nurse           | 1  | 0.25 |
| Health Assistant       | 1  | 0.60 |
| Adaptive PE Specialist | As Needed  |      |
| Adaptive PE Aide       | As Needed  |      |
| LSH Therapist          | 1  | 0.40 |

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. Shadow Hills Elementary School'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 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<br>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.)

## SARC Data & Internet Access

### DataQuest

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

### Public Internet Access Location

Parents may access Shadow Hills Elementary School's SARC and access the Internet at any of the county's public libraries. The closest library to Shadow Hills Elementary School 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

| Current Expense of Education per Pupil<br>2006-07 |                           |          |                                    |   |                                      |
|---|---------------------------|----------|------------------------------------|---|--------------------------------------|
| Expenditures Per Pupil                            | Dollars Spent per Student |          |                                    |   |                                      |
|   | Shadow Hills              | FUSD     | % Difference - School and District | State Average for Districts of Same Size & Type | % Difference - School Site and State |
| Total Restricted and Unrestricted                 | \$6,125                   | \$7,893  | 77.6%                              | N/A   | N/A                                  |
| Restricted (Supplemental)                         | \$1,252                   | \$2,383  | 52.5%                              | N/A   | N/A                                  |
| Unrestricted (Basic)                              | \$4,872                   | \$5,510  | 88.4%                              | \$5,300   | 91.9%                                |
| Average Teacher Salary                            | \$72,613                  | \$64,747 | 112.1%                             | \$65,008  | 111.7%                               |

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