

WEST RANDALL 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

At West Randall Elementary School our professional staff dedicate themselves to working together to create a safe, orderly, and highly effective learning environment for all of our students. We hold high expectations for student performance and behavior for every student at every grade level.

Our school uses district-adopted and state-approved instructional materials to prepare our students for mastery of state standards and ongoing success in their educational program. Our teachers are certified to work with many special student populations including gifted and talented students, special education students, and students who are learning English as a second language. Teachers attend staff development programs and workshops that help them to further hone their skills and keep them up-to-date on the latest techniques and strategies for effective classroom instruction.

We also provide student intervention services including after-school tutoring, off-track intervention, Saturday classes, and intensive small group instruction. In addition, we enjoy providing our community with fun activities for the family such as Family Literacy Nights, parent education classes, and our annual school musical performances.

We look forward to working with you this year... together we can make a difference in the lives of all of our children!

School Mission

The Mission of West Randall Elementary School is to work together to empower all students to succeed in acquiring the knowledge, skills, and attitudes necessary to reach their full potential as active citizens, meeting the challenges of a changing global society.

District Goals

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

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

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

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

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

Parent Involvement

Parents are encouraged to become involved in West Randall Elementary School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom, the school office, or the library. Events such as Back to School Night, Open House, seasonal music programs and student performances, and kindergarten reading nights 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.

West Randall Elementary School offers Community Based English Tutoring for parents who want to effectively support their child at home and the Parent Institute for parents who are seeking successful strategies to help their child with homework or behavior issues. All parents are encouraged to attend the school's six-week Bright Start program that teaches parents how to help their children with literacy skills. West Randall Elementary School offers computer classes, additional English language classes for bilingual parents, and basic parenting classes.

All school-to-home communication is provided in both English and Spanish. Every two weeks the "What's Cooking" report is issued to the community and highlights the positive achievements happening at West Randall Elementary School. The school newsletter is sent home four times throughout the school year to update parents on school activities and events. Parents may check the school marquee daily for current announcements and reminders. 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 their child's teacher, the principal or assistant principal at (909) 357-5780.

School Profile

West Randall Elementary School is a multi-track, year-round school serving 605 students in kindergarten through fifth grade, including 9.42% in special education, 68.9% qualifying for English learner support, and 89.4% 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.

Percentage of Students by Ethnicity

2007-08 Enrollment: 605

African-Amer.	2.3%
Amer. Indian or Alaskan Native	0.3%
Caucasian	3.0%
Asian	0.2%
Filipino	0.7%
Hispanic or Latino	93.2%
Multiple or No Response	0.3%

The staff of West Randall Elementary School are dedicated to providing an instructional program designed to meet the individual needs of each student, ensuring that academic programs promote academic success and proficiency. A standards-based curriculum is offered in a supportive, caring, and nurturing environment that fosters high expectations and continued achievement for students, staff, and parents.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at West Randall 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. 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 West Randall 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 West Randall 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, West Randall 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**

	West Randall			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	25	24		28	30		42	43	46
Math	36	32	32	27	27		40	40	43
Science	8	19		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**

	West Randall						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*	*		*	28		*
Math	*			*	32		18
Science	*				25		*
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**

	West Randall					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	19	33	22	28	6	
Math	29	34	29	32	14	
Science	22	27	13	25	*	
History						

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

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		2	2	2
Similar Schools Rank		7	5	4
Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	665	18	1	-14
Ethnic Subgroups				
Hispanic or Latino	667	21	1	-10
Other Subgroups				
Economically Disadvantaged	667	18	1	-12
English Learners	666	21	3	3

**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	West Randall	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Upon completion of the 2007-08 fitness exam, 3.4% of fifth grade students tested 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.

The AYP table in this report (page 3) illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, West Randall Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Title I Program Improvement (PI) Status

PI Status	West Randall	FUSD
	In PI	In PI
First Year of PI Implementation	2004-2005	2008-2009
Year in PI	Year 4	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

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

School Facilities & Safety

West Randall Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1947; since that time, facilities have been modernized and new administrative offices, classrooms, a cafeteria, and a library have been added to accommodate growth in enrollment. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1947
Acreage	9 ac
Square Footage	60, 487 sf
	Qty.
# of Permanent Classrooms	20
# of Portable Classrooms	24
# of Restrooms (student use)	3 sets & 1 unisex
Library	1
Computer Lab	2
Cafeteria	1
Student Support Center	2
Staff Lounge	1
Teacher Work Room	1

Campus Supervision

As students arrive on campus each morning, seven campus supervision aides are stationed at the student drop-off areas, bus lanes, in front entrance areas, on the playground, and in the cafeteria to monitor student behavior and activities. During morning recess, nine campus supervision aides monitor the playground areas. During lunch periods, the campus supervision aides are assigned to the cafeteria and playground. Teachers are assigned to supervise student activities during afternoon recesses. At the end of the day when students are dismissed, teachers are assigned to strategic locations in the student pickup area, bus loading zones, and at exit areas to ensure students leave in a safe and orderly manner. A crossing guard helps students safely cross the street before

and after school. West Randall 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.

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 Fall 2008. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Most Recent Inspection: March 11, 2008	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Room B18: Repair missing peep hole.
Interior Surfaces (walls, floors, and ceilings)	✓			Rooms B12, B13, B17, B23, Media Center, Student Support NW, Library: Replace stained ceiling tile. Room B7: Replace carpet. Rooms B14, B16: Repair damaged base coving.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			Rooms B10, B11, B14: Repair damaged west siding. Room B11: Repair ramp landing. Rooms B4, B10, B12: Paint ramp with non-skid coating. Rooms B21, B22: Repair damaged siding up high on south side. Room B20: Repair damaged ramp skirting. Room K19: Inspect out-of-date fire extinguisher and replace tag.
Fire Safety	✓			Room B7: Replace broken cover plate on light switch. Rooms 7, 8: Replace broken ceiling light diffuser.
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms B12, B13, B17, B23, Media Center, Student Support NW, Library: Check for roof leaks.
Overall Cleanliness	✓			

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

Rating Description:
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

One full-time day custodian and two full-time evening custodians are assigned to West Randall Elementary School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and campus supervision aides inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

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, West Randall Elementary School received \$14,485 in deferred maintenance funds which were used for flooring and plumbing projects throughout the campus.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at West Randall 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 March 11, 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

Classroom Environment

Discipline & Climate for Learning

West Randall Elementary School's students conduct themselves responsibly and respectfully, minimizing the need for disciplinary action or intervention. Students are guided by school rules and behavior expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior supplemented with the range of consequences for those who make poor choices in conduct. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavior trends when addressing consequences for poor choices in behavior.

At the beginning of the school year, a discipline assembly is held for each grade level; administrators discuss school rules, district

policies, and behavior expectations. Fourth and fifth grade student assemblies include sexual harassment and no bullying policies. Throughout the school year, students are reminded of their individual behavior responsibilities by their classroom teachers, through TeleParent messages delivered to the home, with letters from the school staff, and occasionally through personal notes to parents.

Suspensions & Expulsions			
	West Randall		
	05-06	06-07	07-08
Suspensions (#)	52	48	46
Suspensions (%)	5.06%	4.94%	7.64%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	05-06	06-07	07-08
	Suspensions (#)	775	735
Suspensions (%)	3.82%	3.72%	3.59%
Expulsions (#)	11	13	3
Expulsions (%)	0.05%	0.07%	0.02%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students demonstrating good behavior are immediately rewarded with Bulldog tickets issued by any school staff member. Students deposit earned tickets into weekly prize drawings; one Bulldog ticket is pulled per classroom. Academic achievements are honored at end-of-trimester awards assemblies; certificates are issued for perfect attendance, academic achievement, good citizenship, Honor Roll, and Principal's Honor Roll. Students who have maintained a perfect attendance record for the entire school year are presented with a trophy. Students work as a team each week to gain the highest classroom attendance record; the winning class is congratulated each Friday over the intercom system.

After-school programs and clubs feature fun activities that promote academic enrichment and support. West Randall Elementary School sponsors a Chess Club, Book Club, Computer Club, and arts & crafts classes. The after-school Homework Club offers a quiet, supportive environment to complete homework assignments independently or with assistance from certificated teachers.

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	25.8	2	4	
1	19.8	9		
2	19.6	7		
3	19.9	8		
4	26.7	1	6	
5	31.2		6	
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.3	2	4	
1	18.8	9		
2	19.4	8		
3	18.5	8		
4	31.2		4	1
5	31.8		4	1
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.7	6		
1	18.7	6		
2	18.2	5		
3	19.4	5		
4	32.0		1	2
5	31.7		2	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. West Randall 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, West Randall Elementary School held three staff development days that focused on:

- Student Achievement
- Essential Program Components (EPCs) 1-5
- Essential Program Components (EPCs) 6-9
- Academic Program Survey (APS)
- School Goals

- Open Court
- School Improvements
- Cognitive Planning
- 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 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 daily from 8:00 a.m. to 3:30 p.m. and is staffed by a full-time library technician. The library features over 19,070 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. Four Internet-accessible computers are available for research and Accelerated Reader testing. 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, West Randall Elementary School had a total of 387 computers. The school has two computer labs that contain Internet-accessible

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

workstations which are used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the math, language arts/writing, social science, and science curricula. Students use classroom and lab computers for research, Study Island, Accelerated Reader, Accelerated Math, graphics presentations, and word processing.

Professional Staff

Teacher Assignment

For the 2007-08 school year, West Randall 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								
	West Randall				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	44	47	29		1823	1885	1869	
Teachers with Full Credential	43	47	26		1723	1802	1764	
Teachers without Full Credential	1	0	3		100	83	105	
Teachers in Alternative Routes to Certification	0	0	2		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	3	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	3	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	
West Randall	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	
	West Randall %	FUSD %
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	31.0	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	44.8	49.2
Bachelor's Degree	17.2	11.3
Less than a Bachelor's Degree	6.9	2.2

Counseling & Support Services Staff

West Randall 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 Success 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.

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

Counselors & Support Personnel (Nonteaching Professional Staff)		
2007-08		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. West Randall 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 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 on page 8 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 West Randall 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 West Randall Elementary School's SARC and access the Internet at any of the county's public libraries. The closest library to West Randall 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

Expenditures Per Pupil	Dollars Spent per Student				
	West Randall	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,453	\$7,893	69.1%	N/A	N/A
Restricted (Supplemental)	\$1,508	\$2,383	63.3%	N/A	N/A
Unrestricted (Basic)	\$3,945	\$5,510	71.6%	\$5,300	74.4%
Average Teacher Salary	\$62,034	\$64,747	95.8%	\$65,008	95.4%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination
- 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
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 12, 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
Portables B1, B2, B3, B5, B6, B7	Hazardous Material	Paint peeling on east wall	WO#64282 - open
Portable B7	Structural Damage	Skirting on north side rotted and deteriorating	WO#64281 - open
Portables B1, B2, B3, Roofs B4, B5, B6, B7		Paint peeling on fascia	WO#64282 - open
Restrooms by B11, B2	Overall Cleanliness	Graffiti in second stall of boy's restroom	Corrected