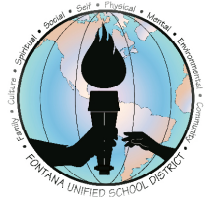


# DATE ELEMENTARY SCHOOL



Grades PreK-5  
Mr. Jay Caballero, Principal  
9011 Oleander Avenue - Fontana, CA 92335  
(909) 357-5240 - FAX (909) 357-5249



## 2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

### FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-5000  
www.fusd.net

### Board of Education

Kathleen Binks  
Gus Hawthorn  
Laura Abernathy-Mancha  
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### District Administration

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Superintendent  
  
Richard A. Stedry, Ed.D.  
Deputy Superintendent  
Division of Business Services  
  
Oscar Dueñas  
Interim Associate Superintendent  
Division of Instructional Services  
  
Yolanda Mendoza  
Associate Superintendent  
Division of Human Resources

### Contents

Principal's Message  
District Goals  
Parent Involvement  
School Profile  
Student Achievement  
School Facilities & Safety  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data and Internet Access

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 October 9, 2009, and school facilities information was acquired in June 2009.

### Principal's Message



The Date Elementary staff is committed to providing our students with a variety of core and supplemental programs aimed at meeting the needs of our diverse student population. These services are designed to build upon our students' strengths, to ensure that they will have a positive school experience, and to develop in them a lifelong desire for learning. Our Mission Statement as stated in this Report Card reflects the high standards for our students and ourselves, to guide us in reaching our goals.

Date Elementary School channels a very high percentage of available funding and human resources directly towards services to children. This includes many after-school and daytime academic assistance programs for qualified students. We are heavily committed to ongoing teacher training through systematic staff development and peer coaching opportunities. As a result, our school's performance on standardized tests has been very positive in recent years. The needs of the individual child are examined when indicated via Coordination of Service and Student Study Teams. We strive to maintain a safe, clean and orderly environment so that teachers can teach and students can learn.

I believe you will find Date Elementary to be a school that is on the road to positive change, a faculty that is professionally skilled and personally committed to meeting the educational needs of all students, and a student population that is motivated to perform well. Please feel free to contact us with your questions or comments.

### School Mission

Our mission is to provide the physical, emotional, intellectual and moral foundation for students to be successful in a diverse community. Through innovative teaching we will foster responsibility, teamwork, and recognition of excellence and strive to provide a caring and safe environment. We hold all who enter Date Elementary to the highest academic standards, quality work, a positive attitude, and exemplary effort to achieve their potential.

### District Goals

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

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

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

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

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

## School Profile

Date Elementary School is a single-track, year-round school serving 687 students in kindergarten through fifth grade, including 9% receiving special education services, 55.5% qualifying for English learner support, and 84.4% enrolled in the free and reduced-price meal program. 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.

Since the day that Date Elementary opened its doors in 1997, the school continues to make great strides in curricular programs, student achievement, staff training, and parent involvement. Teaching and support staff are highly dedicated individuals, focused on promoting and developing instructional strategies to ensure students acquire mastery and proficiency in all subject areas.

### Percentage of Students by Ethnicity 2008-09 Enrollment: 687

African-Amer.	5.4%
Amer. Indian or Alaskan Native	0.3%
Caucasian	3.1%
Asian	1.0%
Filipino	0.1%
Hispanic or Latino	88.9%
Pacific Islander	0.4%
Multiple or No Response	0.8%

## Parent Involvement

Parents are encouraged to get involved in Date Elementary's learning community by volunteering in the classroom, library or office, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Read Across America, and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher

Association, District Advisory Council, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school budgets.

Parent education activities are offered through Project INSPIRE training workshops which are designed to 1) increase a parent's awareness on the importance of supporting their child's education, 2) actively engaging parents in in-depth learning opportunities, and 3) supporting the development of individual actions in parent involvement to support their child's learning. Project INSPIRE is funded through a multi-year federal grant and aimed at educating parents about the school system so they may be effective partners in their child's learning process from kindergarten through high school.

All school-to-home communication is provided in both English and Spanish. TeleParent, an Internet-based telephone messaging system, forwards personalized messages from school staff to each student's home. Letters are sent home as needed to remind parents of school events. The school marquee displays special announcements and current event reminders. Parents seeking more information about volunteering their time to the school community may contact the school office or the principal at (909) 357-5240.

## National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Date Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

*Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.*

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students		Students with Disabilities		
	Scale Score	Achievement Level	California	National	
	Calif.	Nat'l	Basic	Prof.	Adv.
<b>Reading</b>					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
<b>Math</b>					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
<b>Reading</b>		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
<b>Math</b>		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
<b>English Learners</b>		
California		
National		
<b>Reading</b>		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
<b>Math</b>		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

## Student Achievement

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

### 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.

### 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 Date Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

### Standardized State Assessments

Students at Date 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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

### 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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report 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>.

### 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.

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

	Date			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	25	31	34	30	34	38	43	46	50
Math	39	45	52	27	30	35	40	43	46
Science	25	42	29	23	31	33	38	46	50
History				17	19	25	33	36	41

*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 Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

	Date						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	33		*	*	35		28
Math	67		*	*	51		61
Science	*		*		31		*
History							

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

### California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

	Date					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	33	34	31	33	30	
Math	59	44	46	52	52	
Science	29	30	21	29	*	
History						

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

	API Rank	2006	2007	2008
		2006	2007	2008
Statewide Rank		3	3	4
Similar Schools Rank		7	7	8
Results	2009 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	746	19	30	4
Ethnic Subgroups				
Hispanic or Latino	750	19	36	3
Other Subgroups				
Economically Disadvantaged	746	19	30	4
English Learners	742	-13	34	10

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; 46% of elementary and middle school students must be proficient in language arts and 47.5% 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 650 or 1 point in growth.

- Each high school must have a graduation rate of 83.1% 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 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Date	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	Yes	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 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/).

### Physical Fitness

In the spring of each year, Date Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	15.7	24.8	27.3

### 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 2008-09, Date Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

### Title I Program Improvement (PI) Status

	Date	FUSD
PI Status	In PI	In PI
First Year of PI Implementation	2006-07	2008-09
Year in PI	Year 3	Year 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2%

*The statistical information in this table reflects the PI status during the 2009-10 school year.*

## School Facilities & Safety

Date Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1997; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

2008-09 Campus Improvement Projects:

- Replaced bathroom doors with ADA accessible doors
- Addition of ADA accessible ramps by the Kindergarten classrooms
- Replaced emergency access gates

- Replace current landscaping with drought-tolerant plants and shrubs
- Improve walk access near exit gate

### Campus Description

Year Built	1997
Acreage	7.89 ac
Square Footage	68,403 sf
	<b>Qty.</b>
# of Permanent Classrooms	25
# of Portable Classrooms	9
# of Restrooms (student use)	2 sets
Library	1
Computer Lab	1
Staff Lunch Room	1
Teacher Work Room	1
Multipurpose Room	1

### Campus Supervision

As students arrive on campus each morning, three noon aides and three teachers are stationed at strategic locations on campus and in the cafeteria to supervise student activities. The principal and custodian supervise and greet students as they arrive on campus. During recess, two noon aides and one teacher monitor students on the playground. At lunch time, four noon aides and the principal are present in the cafeteria and on the playground. When students are dismissed for the day, teachers escort their students to the designated pickup and exit areas and remain on duty until all students have departed. The principal directs vehicle and pedestrian traffic, and two noon aides are stationed at strategic locations on campus. Date Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed updated, and discussed with school staff in February 2009. 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.

### Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Date Elementary at least twice a year.

School Facility Good Repair Status							
Item Inspected	Repair Status						
<b>Most Recent Inspection: June 8, 2009</b>	<table border="1"> <tr> <td>Good</td> <td>Fair</td> <td>Poor</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table> <p><i>Work orders have been generated for all deficiencies noted below.</i></p>	Good	Fair	Poor	✓	✓	✓
Good	Fair	Poor					
✓	✓	✓					
Gas Leaks	✓						
Mechanical Systems	✓						
Windows/Doors/Gates (interior and exterior)	✓						
Interior Surfaces (walls, floors, and ceilings)	✓						
Hazardous Materials (interior and exterior)	✓						
Structural Damage	✓						
Fire Safety	✓						
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		✓		

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

A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on June 8, 2009. During the 2008-09 school year, all restrooms were fully operational and available for student use at all times.

**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 facilities inspection completed by the county took place on August 21, 2009. There were no extreme or good repair deficiencies noted at conclusion of the inspection.

**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 which identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian (senior custodian) and two full-time evening custodians are assigned to Date Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Graffiti and unsafe conditions are resolved immediately by the district's maintenance department. Restrooms are checked routinely throughout the day, based upon a regular cleaning schedule, and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

**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 2008-09 school year, Date Elementary received deferred maintenance funds for HVAC repairs (\$1,858), paving projects (\$28,351), wall system upgrades (\$4,012), and fire alarm system improvements (\$1,410).

**Classroom Environment**

**Discipline & Climate for Learning**

Date Elementary does not generally experience high levels of disciplinary problems. Students are guided by rules and behavior expectations established by the Fontana Unified School District. Each teacher develops and shares classroom behavior expectations with their students. School and classroom rules, expectations, and consequences for poor conduct are posted in each class. A progressive discipline approach is taken when students are having difficulty following school rules in the classroom. Students are referred to the principal for further intervention when classroom measures are no longer effective or have been exhausted. The principal considers past behavior trends and the severity of the infraction when addressing consequences for poor choices in behavior.

Suspensions & Expulsions			
	Date		
	06-07	07-08	08-09
Suspensions (#)	27	32	29
Suspensions (%)	3.85%	4.66%	4.22%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	06-07	07-08	08-09
	Suspensions (#)	977	707
Suspensions (%)	4.75%	3.59%	6.39%
Expulsions (#)	10	3	2
Expulsions (%)	0.05%	0.02%	0.01%

*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.*

At the beginning of the school year, school rules and behavior expectations are shared with students in the classroom and at grade level discipline assemblies. Students are provided a parent/student handbook (English and Spanish) which outlines district policies, school rules, and measures of disciplinary action. Parents are required to review the

handbook with their child and then sign and return the handbook's acknowledgement page to their child's teacher. Throughout the school year, the principal and teachers revisit school rules and address unacceptable trends in behavior through notes sent home with students and daily morning announcements. Discipline assemblies for upper grades incorporate discussions on sexual harassment and no bullying policies.

Students demonstrating good citizenship and following school rules are recognized with "Caught Being Good" tickets; students then place their earned tickets in a ballot box. On Fridays, students' tickets are drawn for special prizes and the names of selected ticket holders are announced over the intercom system. At the end of each trimester, students meeting academic goals, demonstrating good citizenship, and having perfect attendance are honored at schoolwide assemblies.

Date Elementary sponsors after-school programs and activities promoting enrichment in academics and fine arts. Students in grades 3-5 are invited to participate in the music and instrumental program. Math Field Day and Writer's Showcase provide opportunities for students to participate in fun and challenging projects. Date Elementary students are invited to participate in after-school enrichment classes.

### 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				
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	29.0		4	
1	19.3	6		
2	17.5	6		
3	19.6	7		
4	26.5		4	
5	27.3		4	
2007-08				
K	30.0		4	
1	19.0	6		
2	19.6	7		
3	20.0	5	1	
4	28.0		4	
5	29.0		4	
2008-09				
K	27.5		4	
1	18.8	6		
2	19.7	7		
3	20.0	5		
4	30.7		3	
5	30.0		4	

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Date Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2008-09 school year, Date Elementary held three staff development days that focused on:

- Math Instruction Strategies
- Technology In the Classroom
- Data Analysis
- Houghton Mifflin On-line Resources
- Grade Level Cooperations
- SPARK (Physical Education Curriculum)

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

As a supplement for district-sponsored staff development opportunities, Date Elementary offers site-based professional development to support the needs of its students and staff. During the 2008-09 school year, staff training activities took place on weekly early release days and focused on grade level planning to apply the strategies and methods obtained from recently completed formal programs. Teachers worked in grade level teams to analyze data, create lesson plans, identify tutoring groups, and plan small group instruction using newly acquired techniques and strategies.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and

professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. 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 June 3, 2009, 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 #09-36 which certifies as required by Education Code §60119, that (1) textbooks and instructional

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
<b>Language Arts</b>			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
<b>Math</b>			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
<b>Science</b>			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
<b>Social Science</b>			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

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 its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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 before, during and after school and staffed by a full-time library assistant. Students have access to over 17,099 titles in English and more than 200 titles in Spanish. Parents are encouraged to volunteer to help in the library and receive training to maximize their effectiveness.

The library is stocked with supplemental resources such as encyclopedias, dictionaries, magazines, and books on tape. Four Internet-accessible computers are available for research activities. Students visit the library with their class once a week; students may visit the library on their own time before school and during the first recess.

### Technology Resources

During the 2008-09 school year, Date Elementary had a total of 246 computers. Each classroom is equipped with an average of six to eight computers which are used for research, writing projects, Accelerated Reader testing, and Accelerated Math testing. The school's computer lab features 33 Internet-accessible workstations and is used for whole class instruction. Each teacher determines the subject area and method to integrate technology into math, reading, language arts, social science, and science curricula. Each classroom has a teacher's laptop, SMARTBoard, document camera, and LCD projector which are used to enhance instruction through multimedia presentations and accessing web-based educational resources.

## Professional Staff

### Teacher Assignment

For the 2008-09 school year, Date Elementary had 33 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

### Counseling & Support Services Staff

Date Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling

and support services. Student Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

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

### Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09

	No. of Staff	FTE
Counselor	0	
Community Liaison	1	1.0
Psychologist	1	0.2
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	1.0
<i>FTE = Full-Time Equivalent</i>		
<i>LSH = Language/Speech/Hearing</i>		

### Teacher Credentials & Assignments

	Date				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	35	33	33		1885	1869	1898	
Teachers with Full Credential	35	32	33		1802	1764	1816	
Teachers without Full Credential	0	1	0		83	105	82	
Teachers in Alternative Routes to Certification	0	0	1		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	0		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	0	0	0		33	32	26	
Teacher Misassignments - Total	3	0	0	0	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	3	0	0	0	270	32	4	8
Teacher Vacancies	0	0	0	0	0	2	0	4

### Percentage of Core Classes:

Date	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Date	100.0	0.0
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

### Teacher Education Levels

	2008-09	
	Date %	FUSD %
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	24.2	32.4
Master's Degree	3.0	1.5
Bachelor's Degree plus 30 or more semester hours	60.6	49.8
Bachelor's Degree	12.1	14.0
Less than a Bachelor's Degree	0.0	0.9

# 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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

## Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2007-08					
Dollars Spent per Student					
Expenditures Per Pupil	Date	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,595	\$8,522	77.4%	N/A	N/A
Restricted (Supplemental)	\$1,886	\$2,734	69.0%	N/A	N/A
Unrestricted (Basic)	\$4,709	\$5,788	81.4%	\$5,512	85.4%
Average Teacher Salary	\$64,753	\$66,500	97.4%	\$67,049	96.6%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review Program
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools Grant Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention

- School/Law Enforcement
- Special Education
- Staff Development
- 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
- Transportation: Special Education
- Williams Case Settlement

## SARC Data & Internet Access

### DataQuest

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

### Public Internet Access Location

Parents may access Date Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Date Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library  
(909) 574-4500

Hours: Sunday 12-5  
Monday-Thursday 10-9  
Friday-Saturday 10-6

Number of computers available: 232  
Number of printers available: 4