

BEECH AVENUE ELEMENTARY SCHOOL



Grades K-6
Michele Mower, Principal
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2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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SARC Data and 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 and school facilities information were acquired on January 2011.

Principal's Message



Dear Beech Avenue Families:

Welcome to Beech Avenue Elementary School. We are proud of our school and its educational program. We look forward to working with you and community members in educating your children, our most valuable and cherished asset.

The goal we all share is that our children receive an education which prepares them for their future education and career, and prepares them to be productive citizens. We ask for your support in meeting these goals.

We challenge you, Beech Avenue families, to be sure that your child attends school each and every day and that each day they arrive ON TIME. Please remember that when your child is tardy or absent s/he misses out on important learning time, and all students in the school lose out because attendance affects our funding.

Please arrange medical and other appointments after school so your child will not miss school. When your child is ill, call the school office or send a note to the teacher. If you wish to discuss a matter with the teacher or principal, an appointment can be made.

We look forward to meeting you and working together to ensure your child's success. School-home communication is welcomed and encouraged. If you have a question, please call the school at (909) 357-5060.

Respectfully,

Michele L. Mower, Principal

District Goals

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

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

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

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

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

School Mission Statement

Beech Avenue Elementary staff is committed to providing the right instruction, for the right student, at the right time

School Profile

Beech Avenue Elementary School opened its doors in November 2007 and is one of Fontana Unified School District's newest elementary schools. Beech Avenue Elementary School is a single-track, year-round school serving 770 students in kindergarten through sixth grade, including 11% receiving special education services, 62.1% qualifying for English learner support, and 92.6% enrolled in the free and reduced-price meal program. Teaching staff are focused on student achievement and dedicated to meeting the needs of their students academically, socially, and emotionally. Teachers regularly evaluate each student's performance data to identify individual needs for intervention programs and develop action plans. Instructional programs are modified in relation to student performance and learning levels, employing proven research-based strategies focused on increasing proficiency in language arts and math.

Beech Avenue Elementary encourages parents to take advantage of the many training and leadership opportunities provided at the school and through the district office. Parents may acquire valuable skills and strategies which can be used at home to support their child's learning process.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	1.0%	Kindergarten	110
Amer. Indian or Alaskan Native	0.1%	Grade 1	141
Caucasian	4.1%	Grade 2	127
Asian	0.3%	Grade 3	76
Filipino	0.0%	Grade 4	112
Hispanic or Latino	94.4%	Grade 5	124
Pacific Islander	0.1%	Grade 6	96
		Total Enrollment	786

Parent Involvement

Parents are encouraged to become involved in Beech Avenue Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help in their child's classroom, the library, Parent

Center, and chaperone field trips. Events such as Back to School Night, Open House, and awards assemblies provide opportunities for parents to interact with school staff while supporting their child's academic achievement. Parents are invited to attend the schoolwide Spirit Assembly, Parent education workshops, Friday Family Lunch event, Family Game Night, Family Literacy event and CBET classes. The School Site Council, Parent Teacher Student Association, and English Language Advisory Council provide leadership opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish and takes place in a variety of formats. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Flyers are sent home to remind parents of school activities or important events. The student-published *Bruin Brief* newspaper is distributed monthly and features current announcements, student recognition, staff spotlights, and upcoming school events. General information is available on the school's website and school marquee. Parents seeking more information about volunteering their time to the school community may contact the principal, their child's teacher, or any school office staff member at (909) 357-5060.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Beech Avenue 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. 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 Beech Avenue Elementary provided individualized intervention programs for students not meeting grade level proficiency standards.

Standardized State Assessments

Students in grades 2-5 at Beech Avenue 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.

**STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Beech Avenue			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	34	45	47	34	38	42	46	50	52
Math	40	55	57	30	35	39	43	46	48
Science	26	24	50	31	33	39	46	50	54
History	0	0	0	19	25	31	36	41	44

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.

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Beech Avenue							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	*	*			46	*	54	
Math	*	*			57	*	67	
Science					48		*	
History								

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Beech Avenue					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	41	52	36	48	38	
Math	58	57	55	57	53	
Science	49	50	21	48	*	
History						

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

Results	API Rank			School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009			
Statewide Rank		3	5			
Similar Schools Rank		6	9			

Results	School Increase/Decrease in API			School Growth 2010	District Growth 2010	State Growth 2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	B	51	11	790	731	767
Ethnic Subgroups						
Hispanic or Latino		54	13	788	727	715
Other Subgroups						
Economically Disadvantaged		56	16	792	727	712
English Learners		56	13	787	703	691

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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2009-10**

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

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

The AYP table in this report illustrates the school's progress in meeting 2009-10 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/.

Physical Fitness

In the spring of each year, Beech Avenue 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
2009-10**

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	20.8%	14.2%	7.5%

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 2009-10, Beech Avenue Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program participation requirements.

Title I Program Improvement (PI) Status

	Beech Avenue	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9%

The statistical information in this table reflects the PI status during the 2010-11 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/.

School Facilities & Safety

Beech Avenue Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2007; 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	2007
	Qty.
# of Permanent Classrooms	32
# of Restrooms (student use)	2 sets
Library	1
Staff Lounge/Lunch Room	1
Multipurpose Room	1
Cafeteria w/Stage	1

Campus Supervision

As students arrive on campus each morning, the principal, teachers, and five noon aides supervise students and are stationed at strategic locations throughout the campus to monitor student activities at the crosswalk, in the cafeteria and on the playground. During recess, noon aides and teachers are on the playground to ensure students play safely. At lunch time, five noon aides monitor the cafeteria and playground activities. When students are dismissed for the day, primary teachers supervise students at the student pick up area, bus area, front of school, and at exit gates to ensure students leave campus in a

safe and orderly manner. Beech Avenue 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 shared with school staff in January and 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 Beech Avenue Elementary at least twice a year. 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

Item Inspected	School Facility Good Repair Status		
	Good	Fair	Poor
Most Recent Inspection: February 3, 2010			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		2, 9: Re-seat ceiling tiles. 13, 29: Stained ceiling tile. 15, 25, 28: Lamps out.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		MPR, 12 & 20: Adjust water pressure at drinking fountain.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Custodial C3: Trash and debris.

Work orders were generated for all deficiencies noted below.

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all the standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on February 3, 2010. During the 2009-10 school year, all restrooms were fully operational and available for student use at all times.

Campus Maintenance

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

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

One full-time day custodian and two full-time evening custodians are assigned to Beech Avenue Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and principal inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. The day custodian inspects restrooms frequently throughout the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary. 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 2009-10 school year, Beech Avenue Elementary received a portion of \$443,552 deferred maintenance funds for campus improvement projects.

Classroom Environment

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					
2007-08					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	25.0	2	1	1	
1	18.8	5			
2	18.8	5			
3	18.3	4			
4	30.7		3		
5	27.0		3		
K-3	17.0	1			
2008-09					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	27.0		4		
1	18.8	6			
2	18.6	5			
3	20.0	5			
4	31.7		3		
5	31.0		3		
6	26.7		3		
2009-10					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K					
1					
2					
3					
4					
5					
6					

2009-10 Data was not available at the time of publication of this report.

Discipline & Climate for Learning

Students at Beech Avenue Elementary are guided by district policies established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. A character education program is embedded into the morning message: Be Polite, Productive, and Prepared.

Suspensions & Expulsions			
Beech Avenue			
	07-08	08-09	09-10
Suspensions (#)	13	16	20
Suspensions (%)	2.24%	2.26%	2.54%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	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, 1) school staff explain and discuss the various types of appropriate and inappropriate school behavior and 2) each student is provided a student handbook which outlines district policies, conduct code, school rules, and behavior expectations. School rules and individual responsibilities are reinforced through a PowerPoint presentation within the first eight days of school. Students in fourth, fifth, and sixth grade receive an Agenda which outlines behavior expectations and academic responsibilities. Schoolwide no-bullying assemblies are held early in the school year and then followed up with classroom presentations. Students are reminded of school rules and acceptable conduct practices throughout the school year during schoolwide discipline assemblies and at monthly playground assemblies. To promote ownership and responsibility, student leadership representatives led the orientation for new incoming students.

Beech Avenue Elementary School is a bully free school. During the year, the principal visited each classroom and taught students how to identify and deal with bullying. Students were given the knowledge and inspiration to take an active role in creating a bully-free environment.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the principal's office. When administering consequences, the principal takes into consideration the referred student's past behavioral trends and seriousness of infraction.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Teachers have developed individual classroom management and incentive plans to reward students for maintaining positive behavior and academic progress. *Bruin Tickets* are given to students demonstrating good citizenship and perfect attendance and are recognized at the trimester awards assemblies.

Beech Avenue Elementary School hosts a Step Up Academy two weeks before the beginning of the school year. Students in grades 1-6 are encouraged to attend to get a jump start on vocabulary, fluency, and comprehension skills. Guitar Club is held on campus each Wednesday morning and open to all students.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Beech Avenue 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 2009-10 school year, Beech Avenue Elementary held two staff development days.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

As a supplement to district-sponsored professional development buy back days, Beech Avenue Elementary offers staff training twice a month on early release Wednesdays to address identified areas of need and instructional effectiveness.

During the 2009-10 school year, training activities focused on:

- State standards
- Data analysis
- Identifying struggling students and developing appropriate, innovative interventions to correct deficiencies
- Elementary Symposium
- Creating a Culture of Universal Achievement and Authentic Collaboration
- English Learners Success
- No Excuses University Network

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:

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

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 October 6, 2010, 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 #10-57 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

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
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
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 2010-11 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 staffed by a full-time library clerk and features over 11,378 titles provided in both English and Spanish for students to check out. Another 4,406 books are allocated among the 31 classroom libraries. Students have access to additional resources such as encyclopedias and dictionaries. Ten computers are available for skill-building activities and research. Students may visit the library with their class or independently before school, during recess or lunch, and after school.

Technology Resources

During the 2009-10 school year, Beech Avenue Elementary had a total of 198 computers. All classrooms are equipped with a SMARTBoard, document camera, and LCD projector. All primary classes have five computers and upper grade classrooms have six computers available for student use. Each teacher determines the method to integrate technology into the language arts, social science, science, and math curriculum. Twice a week, students use computers individually or in small groups for reading intervention, Accelerated Reader™, Accelerated Math™, Read About, Study Island, and other skill-building applications.

Professional Staff

Counseling & Support Services Staff

Beech Avenue 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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	1	0.50
Psychologist	1	0.40
School Nurse	1	0.25
Health Assistant	1	0.60
Adaptive PE Specialist	1	0.20
Occupational Therapist	1	As needed
Speech & Language Therapist	1	0.50

FTE = Full-Time Equivalent

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. Beech Avenue 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.

Teacher Assignment

For the 2009-10 school year, Beech Avenue Elementary had 27 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/>.

	Teacher Credentials & Assignments							
	Beech Avenue				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	26	31	27		1869	1898	1608	
Teachers with Full Credential	26	29	27		1764	1816	1584	
Teachers without Full Credential	1	2	0		105	82	24	
Teachers in Alternative Routes to Certification	0	1	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	1	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Beech Avenue	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

	Teacher Education Levels 2009-10	
	Beech Avenue %	FUSD %
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	25.0	37.5
Bachelor's Degree plus 30 or more semester hours	56.3	52.1
Bachelor's Degree	18.8	7.0
Less than a Bachelor's Degree	0.0	0.0

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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 2008-09					
Expenditures Per Pupil	Dollars Spent per Student				
	Beech Avenue	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,067	\$6,037	83.9%	N/A	N/A
Restricted (Supplemental)	\$1,139	\$1,650	69.0%	N/A	N/A
Unrestricted (Basic)	\$3,929	\$4,387	89.5%	\$5,681	69.2%
Average Teacher Salary	\$51,569	\$61,647	83.7%	\$68,179	75.6%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- 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
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- 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
- Vocational Programs
- 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 Beech Avenue 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 Beech Avenue Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Beech Avenue Elementary School is Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92235.

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