

# BINKS ELEMENTARY SCHOOL



Grades PreK-5 (2010-11)  
Grades PreK-6 (2009-10)  
Joanne E. Thoring-Ojeda, Principal  
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## 2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

### FONTANA UNIFIED SCHOOL DISTRICT

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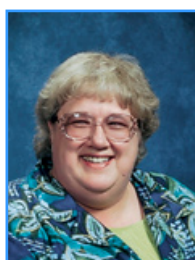
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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials and school facilities information were acquired on January 2011.

### Principal's Message



Welcome to Binks Elementary School, home of the Koalas! In our first few years as a new elementary school (opened in 2007-08), we are building the foundation, creating excellence, and committing ourselves to high standards of teaching and learning. Our greatest commitment is to prepare students for post-secondary education.

In the spirit of continuous improvement, we accomplish this through the triangle of caring. It takes the student, parents, and the school to achieve exceptional results. We are a professional learning community where staff, students, parents, and the community embrace the idea that together we can make a difference.

Binks Elementary School provides quality programs to enrich the educational experiences of our students. Children have a right to learn and our teachers are here to make that happen. Our staff are hard working, dedicated professionals determined to make a positive impact on the lives of our students.

We invite you to visit our campus. You will see the outcomes of focused students determined to be at their personal best. You will experience a student-centered environment where children come first. You will behold the present, experience the now, and see the future in the making.

*Joanne E. Thoring-Ojeda, 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 Profile

(Kathy) Binks Elementary School (Binks Elementary School) opened its doors in July 2007 and is one of Fontana Unified School District's newest elementary schools. Binks Elementary School is a modified, traditional school and supports a state preschool program on its campus for children ages 3-4.

During the 2009-10 school year, Binks Elementary School served 530 students in kindergarten through sixth grade, including 18% in special education, 44.7% qualifying for English learner support, and 83.2% qualifying for free or reduced price meals.

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	7.2%	Kindergarten	87
Amer. Indian or Alaskan Native	0.6%	Grade 1	75
Caucasian	4.5%	Grade 2	86
Asian	2.6%	Grade 3	69
Filipino	3.6%	Grade 4	78
Hispanic or Latino	81.5%	Grade 5	71
Pacific Islander	0.0%	Grade 6	64
Total Enrollment			530

Teaching staff are focused on student achievement and dedicated to meeting the needs of their students academically, socially, and emotionally. Two to three times a year, teachers 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.

Binks Elementary encourages parents to take advantage of the many training 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.

## Parent Involvement

Parents are encouraged to become involved in Binks 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 classrooms or the library. The principal encourages parents to participate in special parent meetings such as Chat With the Principal.

Events such as Back to School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are invited to attend parent education workshops, conference week, and book fairs. The School Site Council, English Learner Advisory Council (ELAC), and Parent Teacher Association provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about volunteering their time to the school community may contact the principal at (909) 357-5030.

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. The school website, school newsletters and school marquee provide valuable information about school events and activities.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Binks 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 Binks Elementary provided

individualized intervention programs for students not meeting grade level proficiency standards.

### Standardized State Assessments

Students at Binks 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.

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

	Binks			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	33	43	42	34	38	42	46	50	52
Math	38	51	50	30	35	39	43	46	48
Science	23	23	53	31	33	39	46	50	54
History				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

	Binks							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	58	*	*	71	36		61	
Math	45	*	*	79	47		72	
Science	*		*	*	42		*	
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

	Binks					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	35	49	21	42	42	
Math	46	54	38	50	43	
Science	50	57	12	49	*	
History						

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

	API Rank			School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009			
Statewide Rank		1	4			
Similar Schools Rank		1	6			

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	78	-5	757	731	767
Ethnic Subgroups						
Hispanic or Latino		74	-23	735	727	715
Other Subgroups						
Economically Disadvantaged		71	2	757	727	712
English Learners		65	-2	719	703	691
Students with Disabilities			-40	691	574	580

- 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	Binks	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/](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, Binks 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.	29.6%	19.7%	7.0%

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:

## 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, Binks 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

	Binks	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/](http://www.cde.ca.gov/ta/ay/).

## School Facilities & Safety

Binks 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
Acreage	10.22 ac
Square Footage	60,120 sf
	<b>Qty.</b>
# of Permanent Classrooms	30
# of Portable Classrooms	0
# of Restrooms (student use)	14 sets
Library	1
Computer Lab	1
Staff Lounge/Lunch Room/Work Room	1
Cafeteria /Multipurpose Room	1

2010-11 Campus Improvement Projects:

- Adding Preschool Wing (Classroom)

### Campus Supervision

As students arrive on campus each morning, three teachers and two noon aides supervise students and are stationed at strategic locations throughout the campus to monitor student activities at the gate, in the cafeteria, and on the playground. During recess, teachers and two noon aides are on the playground to ensure students play safely. At lunch time, three noon aides monitor cafeteria and playground activities. When students are dismissed for the day, teachers supervise students at the student pick-up area, bus area, front of school, and exit gates to ensure students a safe and orderly departure. Binks 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 February 2010. 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 winter and spring school breaks, 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 to identify the scope of the project and assign 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 Binks 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. 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.

### Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Binks 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 assess current conditions of the campus and identify facilities improvement needs.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: February 5, 2010	Good	Fair	Poor
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		10, 16: Lamps out. 4, 24: Re-seat ceiling tiles. K1/K2, C4, Stage: Stained ceiling tiles.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		5, 8, 15, 21: Adjust water pressure at drinking fountain.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		C1 Custodial, C2 Custodial: Trash and debris. Custodial: Trash and debris. Electrical, E18 (outside): Trash and debris.
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
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.*

The most recent school inspection took place on February 5, 2010. During the 2009-10 school year, all restrooms were fully operational and available for student use at all times.

### Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Binks Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

## Classroom Environment

### Discipline & Climate for Learning

Students at Binks Elementary are guided by district policies established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Each morning after the flag salute, students sing the national anthem and listen to the preamble to the constitution.

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, school

rules, and behavior expectations. School rules and individual responsibilities are reinforced through grade level discipline assemblies and during the Friday Morning Flag Salute. Students are reminded of school rules and acceptable conduct practices throughout the school year during schoolwide discipline assemblies, flag salutes, Koala-ty Awards assemblies, and parent meetings.

Suspensions & Expulsions			
	Binks		
	07-08	08-09	09-10
Suspensions (#)	35	37	16
Suspensions (%)	9.51%	8.30%	3.02%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	07-08	08-09	09-10
	Suspensions (#)	707	1219
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.*

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. Students demonstrating good citizenship, outstanding academic effort, and perfect attendance are recognized at trimester awards assemblies: honors include Most Improved, Student of the Trimester Awards, and PRO (People Respecting Others) Award.

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. Participation in Running Club, Guitar Club (aka Kathy Binks School of Rock), Tutoring, District Spelling Bee, and Math Field Day is open to all students.

### Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
Grade	Avg. Class Size	2007-08		
		1-20	21-32	33+
K	16.5	4		
1	20.0	2		
2	19.7	3		
3	20.0	3		
4	32.0		1	
5	30.0		1	
K-3	20.0	1		
Combo 4-5	33.0			1
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
K	15.3	4		
1	19.7	3		
2	20.5	1	1	
3	18.3	4		
4	31.5		2	
5	26.5		2	
K-3	20.0	1		
2009-10				
K				
1				
2				
3				
4				
5				
6				
Combo K-3				

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

# Curriculum & Instruction

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Binks Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

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

During the 2009-10 school year, Binks Elementary held two staff development days that focused on:

- Response to Intervention
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- DIBELS Data Collection
- Instructional Strategies
- Effective Vocabulary Instruction
- Planning Opportunities
- Differentiated Instruction

As a supplement to district-sponsored professional development buy back days, Binks Elementary School offers staff training throughout the year on early release days to address identified areas of need and new programs. During the 2009-10 school year, training activities focused on 1) how to use DIBELS assessment program and 2) understanding and analyzing CST scores.

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 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 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 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.

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	

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

## Library Resources

The school library is open from 7:30 a.m. to 4:30 p.m. and is staffed by a full-time library specialist and features over 10,000 titles. Students have access to additional resources such as encyclopedias, magazines, books on tape, and dictionaries. Six computers are available for skill-building activities and research. Students may visit the library once a week for 30 minutes with their class. Students may visit the library independently during recess, lunch, before and after school, and during open library time throughout the week.

Binks Elementary School developed the "Read at Home" program to build reading skills while providing the tools for parent/child reading activities at home. Students may "check out" a backpack filled with English and Spanish reading books for the child and Q-cards (quiz cards) for parents. When students return the backpack to school, they take the applicable Accelerated Reader test to measure comprehension and mastery.

## Technology Resources

During the 2009-10 school year, Binks Elementary had an average of five computers per classroom. All classrooms are equipped with a SMARTBoard, laptops,

LCD projector, and document camera. Each teacher determines the best method to integrate technology into the language arts, social science, science, and math curricula. Students use computers individually or in small groups. Computers host educational programs such as Accelerated Reader, Essential Skills, *unitedstreaming*, and DIBELs skill building lessons. Software and Internet-based program are in alignment with state standards and support current class curricula.

## Professional Staff

### Teacher Assignment

For the 2009-10 school year, Binks Elementary had 20 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

Binks Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide 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	0	
Instructional Support Teacher	1	0.10
Psychologist	1	0.40
School Nurse	1	0.10
Speech & Language Therapist	1	0.60

*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. Binks 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 Credentials & Assignments

	Binks				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	17	22	20		1869	1898	1608	
Teachers with Full Credential	17	22	20		1764	1816	1584	
Teachers without Full Credential	0	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	2	1	1		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	
Binks	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

	Binks	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	18.2	37.5
Bachelor's Degree plus 30 or more semester hours	72.7	52.1
Bachelor's Degree	9.1	7.0
Less than a Bachelor's Degree	0.0	0.0

# SARC Data & Internet Access

## DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Binks 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 Binks Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Binks Elementary School is Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92235.

Fontana Branch Library (909) 574-4500  
 Hours: Su 12-5; M-Th 10-9; Fr-Sa 10-6  
 Number of computers available: 232  
 Number of printers available: 4

## 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					
Dollars Spent per Student					
Expenditures Per Pupil	Binks	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,246	\$6,037	103.5%	N/A	N/A
Restricted (Supplemental)	\$1,460	\$1,650	88.5%	N/A	N/A
Unrestricted (Basic)	\$4,785	\$4,387	109.1%	\$5,681	84.2%
Average Teacher Salary	\$59,669	\$61,647	96.8%	\$68,179	87.5%

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 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
- 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 School Grants 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