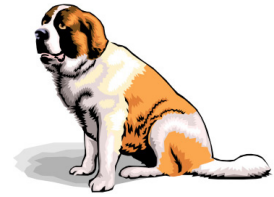




DOROTHY GRANT ELEMENTARY SCHOOL



Grades PreK-5
Chris Ridge, Principal
7069 Isabel Lane - Fontana, CA 92336
(909) 357-5540 - FAX (909) 357-5549



*A California Distinguished School
2009 Title I Academic Achievement Award School
2010 Title I Academic Achievement Award School*

2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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

Board of Education

Barbara L. Chavez
Leticia Garcia
Kathleen Binks
Sophia Green
Gus Hawthorn

District Administration

Cali L. Olsen-Binks
Superintendent

Alejandro Alvarez
Associate Superintendent
Division of Business Services

Oscar Dueñas
Associate Superintendent
Division of Instructional Services

William W. Wu, J.D.
Assistant Superintendent
Division of Human Resources

Contents

Principal's Message
District Goals
School Profile
Parent Involvement
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 and school facilities information were acquired on January 2011.

Principal's Message



The purpose of the School Accountability Report Card is to provide parents with information about Dorothy Grant Elementary School's instructional programs, academic achievement, materials and facilities, and the staff. Parents and the community play a very important role in our school. Understanding our educational program, student achievement, and curriculum development can assist both our school and community in ongoing program improvement. We have made a commitment to provide the best educational program possible for our students.

The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved in learning academics, as well as positive values. Together through our hard work, our students will be challenged to reach their maximum potential.

School Profile

Dorothy Grant Elementary School opened its doors in August 2004 and was named after a prominent, nationally renowned civil rights leader still residing in the San Bernardino Valley. The school follows a modified, traditional schedule. During 2009-10, Dorothy Grant Elementary served 656 students in kindergarten through fifth grade, including 12% receiving special education services, 31.7% qualifying for English Learner support, and 70.6% enrolled in the free and reduced-price meal program. Dorothy Grant Elementary is a community school located in the middle of a residential neighborhood where most students walk to school. A state preschool program is on

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.

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 and requires parents to help out in classes.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	13.0%	Kindergarten	124
Amer. Indian or Alaskan Native	0.3%	Grade 1	98
Caucasian	9.3%	Grade 2	101
Asian	2.7%	Grade 3	123
Filipino	2.3%	Grade 4	111
Hispanic or Latino	72.0%	Grade 5	99
Pacific Islander	0.3%		
Two or More Races	0.2%		
Total Enrollment			656

Dorothy Grant Elementary School proudly earned the California Department of Education's 2009 Title I Academic Achievement Award and is a California Distinguished School. This prestigious honor is a reflection of the school's system of support for all students at all learning levels. Innovative intervention strategies and differentiated instruction greatly impacted schoolwide student performance to meet state and federal standards of excellence.

The use of technology is strongly emphasized throughout the curriculum and used as a tool to enhance class lessons. Each teacher has a laptop and LCD projector to expand instructional resources beyond the traditional textbook. Dorothy Grant Elementary utilizes the Response to Intervention Model to ensure that all students are learning and that differentiated instruction takes place within each student's grade level and learning level.

Parent Involvement

Parents are encouraged to get involved in Dorothy Grant Elementary's learning community by volunteering in the classroom, library, and office, attending school events, or sharing in the decision-making process. School events such as Back-to-School Night, Open House, Family Nights with an academic focus, and the PTA Book Fairs provide opportunities for parents to interact with school staff while supporting their child's academic programs. In 2009-10, a Parent Center was opened which held trainings and parent meetings such as 1) Project Inspiration and 2) PESA. The School Site Council, Parent Advisory Committee, Parent Teacher Association,

English Learner Advisory Council, and Title I Committee provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about getting involved in the school community may contact the community liaison at (909) 357-5540.

All school-to-home communication is provided in both English and Spanish. The school newsletter, issued three times per year, includes pertinent information about school activities and programs, special announcements, a message from the principal, helpful tips for parents, and education-related articles. School staff send personalized letters home to parents to address individual concerns. TeleParent™, an Internet-based telephone messaging system, forwards personalized messages from school staff to each student's home. The principal makes announcements and shares information related to classroom activities, lessons, and upcoming events over the intercom system. The school marquee features current events announcements and reminders.

Student Achievement

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

Standardized State Assessments

Students at Dorothy Grant 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**

	Dorothy Grant			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	47	54	51	34	38	42	46	50	52
Math	56	59	62	30	35	39	43	46	48
Science	43	51	62	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**

	Dorothy Grant							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	51	*	55	71	48	*	71	
Math	55	*	75	79	63	*	65	
Science	*				62		*	
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**

	Dorothy Grant					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	46	56	43	46	19	
Math	63	62	58	59	39	
Science	70	56	6	51	*	
History						

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

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	5	6	6			
Similar Schools Rank	6	7	8			

Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	40	21	0	811	731	767
Ethnic Subgroups						
Hispanic or Latino	41	24	2	807	727	715
Other Subgroups						
Economically Disadvantaged	42	26	6	794	727	712
English Learners	51	46	-5	791	703	691

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	Dorothy Grant	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 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, Dorothy Grant 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.	21.9%	24.0%	34.4%

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, Dorothy Grant Elementary did not participate in the Title I Program and is therefore not required to comply with Title I program mandates.

Title I Program Improvement (PI) Status

PI Status	Dorothy Grant	FUSD
	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		
Percent of Schools Currently Identified for PI		
		13
		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

Dorothy Grant Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

The school's garden, featuring a beautiful waterfall, is fully cared for by the students.

- 2009-10 Campus Improvement Projects
- Landscaping improvements
 - Garden Care by Boy Scouts & Fontana Adult School Program

Campus Description

Year Built	2004
Acreage	10 ac
	Qty.
# of Permanent Classrooms	28
# of Portable Classrooms	3
# of Restrooms (student use)	6 sets
Cafeteria/Multipurpose Room with Stage Area	1
Computer Lab	1
Enrichment Room	1
Library	1
Parent Center	1
Parent Office	1
RSP Room	1
Speech Therapy Room	1
Staff Lounge	1
Student Garden with Waterfall	1
Teacher Computer Room	1
Teacher Work Room	1

Campus Supervision

School police officers help direct traffic before and after school, as needed. Each morning before school starts, many staff members share supervisory duties and greet students as they arrive on campus. Two noon aides direct pedestrian and vehicle traffic; one noon aide is stationed on the playground; teachers are in front of the school, on the playground, in quad areas; and the principal supervises activities in front of the school. During recess, noon aides are on the playground to ensure students play safely. At lunch time, two noon aides monitor cafeteria activities while a noon aide circulates between the cafeteria and playground areas. When students are dismissed for the day, teachers escort their students to the designated exit areas, two noon aides direct traffic, and the principal circulates exit and school-front areas to ensure students depart in a safe and orderly manner.

Dorothy Grant 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 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.

Facilities Inspection

The district's maintenance department inspects facilities and operating systems at Dorothy Grant Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on March 4, 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 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

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: March 4, 2010	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Lamps out in: B3; D3; E1; F4; F9 Literacy; G3; A11, and A12. Stained ceiling tiles in: CS1; CS2; D2; F5, and G2. Replace soap dispenser in: C Boys Restroom and FT1 Girls Restroom.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		K2: Adjust water pressure at drinking fountain.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris in: CC1; D7-Storage; E-7 Storage; G Storage NE; K Custodial, and K Storage.

Overall Summary of School Facility Good Repair Status				
	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.

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, one full-time evening custodian, and one part-time evening custodian are assigned to Dorothy Grant 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 the principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Custodians inspect restrooms a minimum of four times per day 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 2009-10 school year, Dorothy Grant Elementary received received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

Classroom Environment

Discipline & Climate for Learning

Students at Dorothy Grant Elementary are guided by school rules and behavior expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior.

At the beginning of the school year, school rules and behavioral expectations are provided in a student/parent handbook. The principal conducts discipline assemblies during the first few weeks of school to share district policies, discuss appropriate behavior, and explain consequences for poor behavior. Students are reminded of their individual responsibilities in maintaining good citizenship at grade level assemblies, and in classroom presentations led by the principal.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are administered by class teachers for minor infractions. Students who continue making poor choices in conduct are referred to the principal for more serious consequences and parent conferences. Administrators take into consideration the nature of the situation and past behavioral trends when addressing consequences and positive behavior strategies.

Suspensions & Expulsions

	Dorothy Grant		
	07-08	08-09	09-10
Suspensions (#)	18	34	29
Suspensions (%)	2.64%	5.35%	4.42%
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.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Bernie Bucks are earned by students who demonstrate good citizenship and for random incentives such as maintaining 100% attendance during testing weeks. Every Friday, students who have earned Bernie Bucks may deposit their "bucks" into the school drawing for special prizes and verbal recognition in classroom presentations. Students achieving outstanding efforts in academics, attendance, and citizenship are recognized at awards assemblies at the end of each trimester.

After-school programs feature fun activities that promote fitness, academic enrichment, and community service. Students are invited to participate in Smart Kids (sponsored by the Fontana Parks and Recreation Department), a structured after-school program, until 6:00 p.m. daily. Activities include academic enrichment, tutoring, homework support, and fun recreational games.

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	20.0	2	2	
1	19.2	5		
2	20.0	4		
3	21.0		4	
4	25.3	1	3	
5	29.3		4	
2008-09				
K	20.0	2	2	
1	19.7	6		
2	19.7	6		
3	18.8	5		
4	31.7		2	1
5	30.3		3	
Combo 4-5	29.0		1	
2009-10				
K				
1				
2				
3				
4				
5				
6				
Combo K-3				
Combo 3-4				
Combo 4-5				

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. Dorothy Grant 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, Dorothy Grant Elementary held two staff development days that focused on:

- Elementary Colloquium
- Math Games
- Data Analysis
- ELD Lessons Planning and Teaching Strategies
- Grade Level Collaboration
- Differentiated Instruction
- Styles of Coaching
- Cycle of Effective Instruction
- SPARK Training (Physical Education Curriculum)

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, Dorothy Grant Elementary offers staff training throughout the year on early release days to address identified areas of need and instructional effectiveness. During the 2009-10 school year, training activities were based on grade level needs in writing, vocabulary, and use of technology.

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

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
<i>The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.</i>			

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 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 open from 7:30 a.m. to 3:30 p.m. and is staffed by a full-time librarian. The library features over 7,500 titles in English and more than 140 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and books on tape. Five 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, during lunch, and after school.

Technology Resources

Dorothy Grant Elementary has an average of five computers in each fourth and fifth grade classroom and an average of three computers in each of the K-3 classes. Students use classroom computers for research and reinforcement of weekly class lessons. The school's computer lab houses 34 Internet-accessible workstations and is used for whole class instruction to reinforce class lessons.

Each teacher determines the method to integrate technology into the curriculum. Most computers host Kidspiration® (literacy and comprehension), Read Naturally®, Photoshop, Inspiration, and Discovery Streaming applications.

Dorothy Grant Elementary provides state-of-the-art tools for students to be producers of technology rather than users. Some kindergarten and first grade classes

are equipped with a SMARTBoard; and all second, third, fourth, and fifth grade classrooms use Schoolpods, which are used to enhance the delivery of class lessons.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Dorothy Grant Elementary had 28 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							
	Dorothy Grant				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	27	29	24		1869	1898	1608	
Teachers with Full Credential	26	28	23		1764	1816	1584	
Teachers without Full Credential	1	1	1		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	0	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	
Dorothy Grant	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%

Counseling & Support Services Staff

Dorothy Grant 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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.40
School Nurse	1	0.20
Health Assistant	1	0.75
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
LSH Therapist	1	0.40
LSH Aide	1	0.20
Community Liaison	1	0.75
Instructional Support Teacher	1	1.00

FTE = Full-Time Equivalent
LSH = Language/Speech/Hearing

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

	Teacher Education Levels 2009-10	
	Dorothy Grant	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	57.7	37.5
Bachelor's Degree plus 30 or more semester hours	38.5	52.1
Bachelor's Degree	3.8	7.0
Less than a Bachelor's Degree	0.0	0.0

needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Dorothy Grant 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.

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				
	Dorothy Grant	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,871	\$6,037	97.3%	N/A	N/A
Restricted (Supplemental)	\$1,182	\$1,650	71.6%	N/A	N/A
Unrestricted (Basic)	\$4,690	\$4,387	106.9%	\$5,681	82.5%
Average Teacher Salary	\$67,710	\$61,647	109.8%	\$68,179	99.3%

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:

- 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 Dorothy Grant 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 Dorothy Grant Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Dorothy Grant 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