

MANGO ELEMENTARY SCHOOL



Grades PreK-5
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A 2006 California Distinguished School
A 2010 California Distinguished School

2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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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



The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about the Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

Mango Elementary School is a "No Excuses" University School in the Fontana Unified School District. We have made a commitment to provide our students with the opportunity to be prepared to go to college if they choose to do so and it is our responsibility to do so. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that No Excuses University at Mango Elementary is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential and college.

Mango Elementary School believes that cooperation between school and community is imperative, and this is reflected in our school mission statement:

School Mission

The Mango community is committed to doing whatever it takes for students to instill a love of learning, foster intrinsic motivation, and support success by setting achievable personal goals.



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

Mango Elementary School is a modified, traditional school serving 554 students in kindergarten through fifth grade, including 14% in special education, 40.3% qualifying for English learner support, and 77.8% qualifying for free or reduced-price meals. The school's preschool program is open to eligible 3-5 year olds and offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth.

Mango Elementary was honored for the second time to receive the California District School Award, one of six in the district, 31 sites in the county, and only 484 statewide to be honored with this award. The California Distinguished School Award identifies and honors those schools that have demonstrated educational excellence for all students and progress in narrowing the achievement gap, and Mango is proud to be among the schools to receive this award. Every staff member and parent volunteer is dedicated to ensuring the academic success of all students in a safe and comprehensive educational experience.

At the beginning of the 2009-10 school year, Mango Elementary was granted the opportunity to join other schools in the nationwide No Excuses University Network. Member schools actively promote a comprehensive model of college readiness to all students beginning in elementary school. Through a well-defined process integrated into the standards-based curriculum, students are engaged in instructional and cultural activities embracing the college pathway.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	8.7%	Kindergarten	73
Amer. Indian or Alaskan Native	0.2%	Grade 1	82
Caucasian	4.2%	Grade 2	110
Asian	0.7%	Grade 3	97
Filipino	1.1%	Grade 4	86
Hispanic or Latino	85.2%	Grade 5	106
Total Enrollment			554

Parent Involvement

Parents are encouraged to get involved in Mango Elementary's learning community by volunteering in the classroom, attending school events, sharing in the decision-making process, or taking advantage of parent education activities. Events such as NEU Parent Academies, Parent Orientation, Open House, and

Family Fun Night provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, Student Intervention Teams, Parent Liaison Team, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs. Parents seeking more information how to be an active member of the school community may contact the school office at (909) 357-5660.

School-to-home communication, in both English and Spanish, takes place through the bimonthly school newsletter which features a message from the principal, articles from the counselors, student recognition announcements, study aides and tips, and a list of upcoming events. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. At the beginning of each a month, a school calendar is sent home with students.

Student Achievement

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

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

Standardized State Assessments

Students at Mango 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**

	Mango			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	42	54	54	34	38	42	46	50	52
Math	53	62	63	30	35	39	43	46	48
Science	36	40	63	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**

	Mango							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	41	*	*	*	54		70	
Math	59	*	*	*	63		65	
Science	*				64		*	
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**

	Mango					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	48	60	36	54	27	
Math	64	61	52	63	45	
Science	65	60	27	63	*	
History						

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

	API Rank		
	2007	2008	2009
Statewide Rank	5	5	7
Similar Schools Rank	7	8	10

Results	School Increase/Decrease in API			School Growth	District Growth	State Growth
	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	21	47	2	817	731	767
Ethnic Subgroups						
Hispanic or Latino	19	48	6	823	727	715
Other Subgroups						
Economically Disadvantaged	21	48	2	817	727	712
English Learners	12	53	9	800	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	Mango	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, Mango 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

**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.	40.0%	21.9%	1.0%

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/>.

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, Mango Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program requirements.

Title I Program Improvement (PI) Status

	Mango	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

Mango Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1992; 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	1992
Acreage	10 ac
Square Footage	56,137 sf
	Qty.
# of Permanent Classrooms	23
# of Portable Classrooms	12
# of Restrooms (student use)	4 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

Campus Supervision

Breakfast is available each morning in the cafeteria before school starts and is supervised by one noon aide. At 7:30 a.m. when the campus is open for students arriving to school, one noon aide and four teachers share supervision of students on the playground and at the front entrance areas of the school. During recess, noon aides and teachers are on the playground to ensure students play safely. At lunch time, two noon aides are stationed in the cafeteria and three noon aides are stationed on the playground to monitor student activities. When students are dismissed for the day, all teachers escort their classes to the bus and student pickup areas to ensure a safe and orderly departure. Mango 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 most current plan was reviewed, updated, and approved by school staff in January 2010. A 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.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Mango 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. The most recent school inspection took place on March 22, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to 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 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.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: March 22, 2010	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		Girls Restroom by 19: Deficiency found.
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Stained ceiling tiles: B23; B29; 8; 19; Nurse, & Speech. Lamps out: B21; B26; 5; 6; 13; 114; Staff Restroom by 13; K4; Boys Restroom by 19; Admin Offices; Project Room; Library; Book Room, & MPR. Replace soap dispenser: Boys Restroom by 5.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		7: Adjust water pressure at drinking fountains.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris: Storage West; Storage; H2O Heater Room; PE Storage Outside West; MPR Storage 1East; MPR Storage 2 East, and MPR Chair Storage.

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

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

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Mango 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 principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked for cleanliness in the morning, afternoon, and as needed throughout the day. 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, Mango Elementary received a portion of \$443,552 in deferred maintenance funds.

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	20.8	2	2	
1	20.5	2	4	
2	19.3	6		
3	20.2	3	2	
4	26.3		4	
5	28.8		4	
2008-09				
K	20.0	2	2	
1	20.0	5		
2	20.0	5		
3	16.8	6		
4	28.0		4	
5	28.5		4	
2009-10				
K				
1				
2				
3				
4				
5				

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

Discipline & Climate for Learning

Students and staff are guided by an agreed upon code of integrity which includes trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students are aware of their responsibilities in maintaining good behavior and work as a team to ensure conduct in the classroom and on the playground is appropriate and respectful.

Progressive discipline measures begin in the classroom. If a student continues making poor choices in behavior, the student is referred to the principal's office where more serious strategies are employed.

	Mango		
	07-08	08-09	09-10
Suspensions (#)	7	8	14
Suspensions (%)	1.07%	1.32%	2.53%
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.

Classroom teachers review and discuss school rules and behavior expectations with students at the beginning of the school year. The principal hosts a schoolwide discipline assembly to review school rules and consequences for poor conduct. Each student is provided a student handbook which contains academic, discipline, and safety policies. All fourth and fifth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers. The schoolwide code of conduct is posted in every classroom.

Throughout the school year, counselors visit classrooms to discuss the character education program with students. One character quality is introduced each month and is integrated into class lessons. Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students "caught having character" by any school staff member are issued a raffle ticket. At the end of the week students deposit their raffle tickets into a drawing for special incentive prizes.

Students who have demonstrated outstanding academic achievements, attendance, and citizenship are honored at awards assemblies held at the end of each trimester. Weekly drawings are held for students maintaining perfect attendance for the week; two students in K-3 and two students in 4-5 are selected from the drawing to receive a special prize provided by the PTA. Each Friday, students may earn "college tuition" points for their participation in the school's Accelerated Reader Program and Tickets to College Incentive program. Students accumulating required points receive a \$5 gift card/college tuition (sponsored by the PTA), a silver pencil, and a special certificate from the principal.

Supplemental during-school enrichment programs feature fun activities that promote music appreciation and academic enrichment. Mango Elementary offers and choir programs as part of the regular curriculum. All students participate in fun science and music-related activities.

"No Excuses" Culture

One of the most important factors of the No Excuses University at Mango is the partnering of a classroom with a university. All of Mango Elementary's classes have been adopted by a university. Each classroom's university sponsor donates items symbolizing the college (ie, pennants, posters, etc). All teachers maintain classroom bulletin boards featuring college-related information. All students create a pennant identifying the year in which they will graduate; the pennants are displayed in the main hallway located at the campus entrance.

Curriculum & Instruction

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 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 library specialist. The library features over 10,539 titles in English and more than 150 titles in

Spanish for students to check out. Students have access to additional resources such as encyclopedias, magazines, newspapers, and dictionaries. Four Internet-accessible computers are available for online research, Accelerated Reader testing, and electronic title searches. Students visit the library with their class once a week; students may visit the library on their own before and after school.

Technology Resources

During the 2009-10 school year, Mango Elementary had a total of 93 computers. The school's computer lab 32 features Internet-accessible computers which are used for whole class instruction. Each teacher determines the subject area and method to integrate technology into all content areas. Lab and classroom computers are used for Read Naturally, Accelerated Reader testing, Accelerated Math testing, Study Island, STAR Reading, and research. Teachers have access to 17 SMARTBoards to enhance the delivery of lessons and utilize web-based educational resources. All classrooms are equipped with a document camera and, on average, four computer workstations.

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Mango 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

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.

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

- English Language Symposium
- DIBELS
- Math - Alignment to State Frameworks, Data Analysis, Instructional Strategies, and Resources
- Language Arts - Instructional Strategies, Data Analysis, and Alignment to Standards

As a supplement to district-sponsored professional development buy-back days, Mango Elementary offers staff training throughout the year on early release Thursdays to address identified areas of need and new programs. During the 2009-10 school year, training activities focused on:

- Math Planning
- Turnaround School's No Excuses Curriculum
- Goal Setting
- Data Analysis
- Intervention
- Smart Goals
- Grade Level Collaboration
- Vertical Collaboration

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.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Mango Elementary had 22 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 www.cde.ca.gov/nclb/sr/tq/.

Counseling & Support Services Staff

Mango 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 address issues that affect the ability of a student to perform at his/her best in school and recommend 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	0.5
Psychologist	1	0.5
School Nurse	1	0.3
Health Assistant	1	0.7
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.5
Community Liaison	1	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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

Teacher Credentials & Assignments

	Mango				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	29	30	22		1869	1898	1608	
Teachers with Full Credential	29	30	22		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	0	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	
Mango	95.5%	4.6%
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

	Mango	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	16.7	3.1
Master's Degree	25.0	37.5
Bachelor's Degree plus 30 or more semester hours	58.3	52.1
Bachelor's Degree	0.0	7.0
Less than a Bachelor's Degree	0.0	0.0

child based upon their IEP. Mango 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					
Dollars Spent per Student					
Expenditures Per Pupil	Mango	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,381	\$6,037	105.7%	N/A	N/A
Restricted (Supplemental)	\$1,221	\$1,650	74.0%	N/A	N/A
Unrestricted (Basic)	\$5,160	\$4,387	117.6%	\$5,681	90.8%
Average Teacher Salary	\$70,604	\$61,647	114.5%	\$68,179	103.6%

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