

TED J. PORTER ELEMENTARY SCHOOL



Grades PreK-5
J.J. Francoise, Principal
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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



It is with pleasure that I welcome you to Porter Elementary School's Annual School Accountability Report Card and thank you for taking time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue.

The belief at Porter Elementary School is that all students can learn. Our students can and will learn in an environment that is tailored to their evolving and diverse needs. Our certificated and classified staff at Porter takes seriously the charge of developing academic and social skills of the children we are privileged to serve. You will find that the main ingredient that resurfaces and remains constant is the quality of people leading our students and mapping a path of success for each and every child.

We recognize that a successful school experience is the result of shared responsibility between home and school. Parents are encouraged to join our efforts. Parents are teachers too, and what parents do with their children at home has a powerful influence on children's performance at school.

As the principal, I feel fortunate to serve in this position and will strive to keep the lines of communication open. I welcome any suggestions, comments, or questions you may have. Thank you for helping Porter Elementary School accomplish its goals.

School Mission

The staff at Ted J. Porter Elementary School is dedicated to providing a quality education where every student regardless of gender, race, or ability will be provided the opportunity to grow socially, emotionally, and academically.

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.

Our school community is committed to developing self-motivated, life-long learners, who are critical thinkers and problem-solvers with values and virtues which reflect respect for self, society and the environment.

School Profile

Ted J. Porter Elementary School is a traditional year-round school serving 746 students in kindergarten through fifth grade, including 8% in special education, 52.4% qualifying for English learner support, and 91.2% qualifying for the free or reduced-price meal program. The use of technology is strongly emphasized throughout the curriculum and used as a tool to enhance class lessons.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	7.0%	Kindergarten	133
Caucasian	2.9%	Grade 1	125
Asian	0.4%	Grade 2	126
Hispanic or Latino	89.4%	Grade 3	123
Two or More Races	0.3%	Grade 4	108
		Grade 5	131
		Total Enrollment	746

Parent Involvement

Parents are encouraged to become involved in Ted J. Porter Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help in their child's classroom or in the library. Annual events such as Back to School Night, School Literacy Night, and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are invited to Coffee with the Principal each month to share their concerns or discuss school activities. The School Site Council, Parent Teacher Association, and English Learner Advisory Council 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 school secretary at (909) 357-5320.

Student Intervention Teams (SIT) and a community liason meet throughout the year to identify successful strategies to improve achievement levels for those students having difficulty with behavior

and/or subject matter. Teachers, parents, and students work as a team to identify areas of need and evaluate individual progress; instructional strategies and interventions are modified as student progress and needs change.

School Communications

All school-to-home communication is provided in both English and Spanish. The school newsletter which is sent home each trimester includes the school calendar, messages from the principal and assistant principal, student achievement announcements, school activities updates, and helpful education-related tips. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports are issued each trimester; in some cases, primary grade teachers may issue weekly progress reports while upper grade teachers communicate with parents through student planners.

On occasion, flyers are sent home to remind parents of school activities or important events.

Student Achievement

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

Standardized State Assessments

Students at Ted J. Porter Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

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

	Ted Porter			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	37	44	43	34	38	42	46	50	52
Math	42	53	49	30	35	39	43	46	48
Science	27	37	50	31	33	39	46	50	54
History	0	0	0	19	25	31	36	41	44

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

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

	Ted Porter							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	46			*	43		38	
Math	34			*	50		50	
Science	46				49		*	
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**

	Ted Porter					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	44	42	29	43	18	
Math	50	48	39	49	38	
Science	48	52	17	50	*	
History						

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

	API Rank					
	2007			2008		
	2007	2008	2009	2007	2008	2009
Statewide Rank	3	4	4			
Similar Schools Rank	7	8	8			
Results	School Increase/Decrease in API			School Growth	District Growth	State Growth
	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	24	17	1	764	731	767
Ethnic Subgroups						
Hispanic or Latino	18	17	3	765	727	715
Other Subgroups						
Economically Disadvantaged	24	17	2	765	727	712
English Learners	16	22	12	760	703	691

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 56.8% of elementary and middle school students must be proficient in language arts and 58% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

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

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

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

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness



In the spring of each year, Ted J. Porter 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.	21.7%	29.6%	30.4%

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, Ted J. Porter Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I Program Improvement (PI) Status		
	Ted Porter	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

Ted J. Porter Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were completed in June 2005; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up to date and provide adequate space for students and staff.

2009-10 Campus Improvement Projects:

- Installation of surveillance security system - interior and exterior

Campus Description	
Year Built	2005
Acreage	10 ac
Square Footage	37,432 sf
	Qty.
# of Permanent Classrooms	31
# of Portable Classrooms	8
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

Campus Supervision

Each morning before school starts, the principal and one teacher greet and shake hands with students as they enter through the main gate. During recess, two proctors and one teacher are on the playground to ensure students play safely. At lunch time, four proctors monitor cafeteria and playground activities. When students are dismissed for the day, students in grades K-3 remain in the classroom until a parent/guardian arrives to take them home. Teachers escort their fourth and fifth grade students to the designated exit areas, and two proctors supervise the bus loading areas to ensure students depart safely. Ted J. Porter Elementary is a closed campus. During school hours, all visitors must sign in at the school's office, present valid identification, and wear an identification badge 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 the spring of 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 Inspections

The district's maintenance department inspects facilities and operating systems at Ted J. Porter 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 May 5, 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

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: May 5, 2010			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

Work orders were generated for all deficiencies noted below.

Lamps out: Portable Girls Restroom; P2; P7; BT3 Unisex; B105; A103; CS3 MPR; C108 MPR; C109 Stage; C105 Library; C103 Workroom; C116 Principal; F108 Workroom; F101; D106, & E102. Stained ceiling tiles: P3; P5; B101; A106; C110 Office; D102, & E106. Replace soap dispenser: Portable Boys Restroom; BT1 Girls Restroom; FT2 Restroom E, & DT3 Boys Restroom.

Trash and debris: CS4 Storage; CS7; CS1; CS9; FS1, & DS2.

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.

teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

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

One full-time day custodian (senior custodian) and two full-time evening custodians are assigned to Ted J. Porter 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. Restrooms

are checked periodically throughout the day and cleaned as needed. The principal and custodians communicate regularly 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, Ted J. Porter Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

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	29.3		4	
1	19.7	6	1	
2	19.7	6		
3	20.2	5	1	
4	27.5		4	
5	31.3		4	
2008-09				
K	21.3	4	2	
1	19.5	6		
2	18.9	9		
3	20.2	5	1	
4	31.5		4	
5	29.0		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 at Ted J. Porter Elementary are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff discuss the various types of appropriate and inappropriate behavior. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavior trends when addressing consequences for poor choices in conduct.

At the beginning of the school year, school rules and behavior expectations are shared with students in the classroom and at a behavior assembly and outlined in the student handbook. Twice a month, the whole school participates in "Recess Meetings"; these brief meetings are used to address chronic trends of unacceptable behavior as well as recognize students for demonstrating good citizenship.

Each morning after students settle into their first class of the day, the principal or teachers delivers a daily bulletin which helps set a positive tone for the rest of the day. These thought-provoking messages

and Character Counts references included in the daily bulletin are designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. One student from each class is selected every month and recognized as the Student of the Month for demonstrating good citizenship. Two students from each grade who have maintained perfect attendance are randomly selected at end-of-month recess meetings and are invited to have lunch with the principal. Academic achievements are honored at trimester awards assemblies. At Recess Meetings, one student who has made improvement in either citizenship or academics is selected by their class teacher to receive Porter Praises. Each teacher has adopted their own classroom incentives rewarding academic, citizenship, and attendance efforts. Schoolwide incentives promoting high attendance rates provide opportunities for students to work as a team to earn a special reward per grade level and house the attendance trophy for a week; there is one trophy for each grade level.

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. The Student Congress, Chess Club, and Porter Cycling Club are very active, school-sponsored clubs supervised by certificated staff.

Suspensions & Expulsions			
	Ted Porter		
	06-07	07-08	08-09
Suspensions (#)	15	30	41
Suspensions (%)	2.03%	4.16%	5.52%
Expulsions (#)	1	0	0
Expulsions (%)	0.14%	0.00%	0.00%

	FUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	977	707	1219
Suspensions (%)	4.75%	3.59%	6.39%
Expulsions (#)	10	3	2
Expulsions (%)	0.05%	0.02%	0.01%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Ted J. Porter 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		
2006-07	2007-08	2008-09
3	3	2

During the 2009-10 school year, Ted J. Porter Elementary held two staff development days that focused on:

- Renaissance Learning Training
- Elementary Professional Development Day

As a supplement to district-sponsored professional development buy-back days, Ted Porter Elementary offers staff training throughout the year on early release days to address identified areas of need and instructional practices.

- 1) PLC
- 2) Response to Intervention (RtI)
- 3) Read 180

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

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

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 7:45 a.m. to 2:45 p.m. and is staffed by a full-time library technician. The library features over 10,209 titles in English and more than 120 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Two Internet-accessible computers are available for Accelerated Reader and Accelerated Math testing and electronic title searches. Students visit the library with their class at least twice a week; students may visit the library on their own time before school, during lunch, and after school.

Technology Resources

During the 2009-10 school year, Ted J. Porter Elementary had a total of 107 computers. The school's computer lab features Internet-accessible workstations and is used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the language arts and math curricula. Students use classroom and lab computers for research and to access educational-based programs such as Study Island, Early Literacy, Accelerated Reader, Accelerated Math, English in a Flash, *unitedstreaming*, STAR Reading, and STAR Math. All classrooms have an LCD projector, document camera, and interactive whiteboard which are used to enhance illustrations of lesson content and concepts.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Ted J. Porter Elementary had 34 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

Ted J. Porter Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Teacher Credentials & Assignments								
	Ted Porter				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	34	35	27		1869	1898	1608	
Teachers with Full Credential	34	34	27		1764	1816	1584	
Teachers without Full Credential	1	1	1		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	1	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
	2008-09	
Ted Porter	100.0	0.0
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels	
	2008-09	
	Ted Porter	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	22.9	32.4
Master's Degree	0.0	1.5
Bachelor's Degree plus 30 or more semester hours	65.7	49.8
Bachelor's Degree	11.4	14.0
Less than a Bachelor's Degree	0.0	0.9

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

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.5
School Nurse	1	0.3
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.1
LSH Aide	1	0.20

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 child based upon their IEP. Ted J. Porter 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.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Ted J. Porter 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 Ted J. Porter Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Ted J. Porter 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

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.)

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.)

Salary Comparison 2007-08

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

Current Expense of Education per Pupil

2007-08

Expenditures Per Pupil	Dollars Spent per Student				
	Ted Porter	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,561	\$8,522	65.2%	N/A	N/A
Restricted (Supplemental)	\$1,147	\$2,734	42.0%	N/A	N/A
Unrestricted (Basic)	\$4,413	\$5,788	76.3%	\$5,512	80.1%
Average Teacher Salary	\$64,697	\$66,500	97.3%	\$67,049	96.5%

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:

- 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