

VIRGINIA PRIMROSE ELEMENTARY SCHOOL



Grades PreK-5
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2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

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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

I'd like to welcome you to Virginia Primrose Elementary School's Annual School Accountability Report Card and thank you for taking the 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.

It is the belief of Virginia Primrose Elementary School that students can and will excel in an environment that is tailored to their evolving needs. Our API and AYP growth during the past 5 years reflects the great strides we have made during that time. Although we recognize our areas of needs and concern, we are extremely proud that we continue to meet all academic goals from the state, district and federal government.

The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Virginia Primrose Elementary School change with the times and maintain flexibility in this and future years.

• **Title I Academic
Achievement Award for 2007-08**

• **Nominated for California
Distinguished School 2008**

• **California Business for Education
Excellence/Just for the Kids -
California Honor Roll 2009-10 Award**

• **California Distinguished
Elementary School 2009-10**

District Goals

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

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

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

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

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

School Mission

Students at Virginia Primrose Elementary School will learn in a positive and safe environment where they are challenged to develop their academic and creative potential. The staff is dedicated to ensuring that all students succeed in a changing world.

School Profile

Virginia Primrose Elementary School is a multi-track, year-round school serving 657 students in kindergarten through fifth grade including 18% in special education, 47.3% qualifying for English learner support, and 82.8% qualifying for the free or reduced-price meal program. A state preschool program is on 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. Virginia Primrose Elementary hosts an Early Childhood Education program on campus for 3-4 year olds who have an Individual Education Plan.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	5.9%	Kindergarten	90
Amer. Indian or Alaskan Native	0.3%	Grade 1	118
Caucasian	6.2%	Grade 2	122
Asian	2.1%	Grade 3	105
Filipino	0.5%	Grade 4	116
Hispanic or Latino	84.3%	Grade 5	106
Pacific Islander	0.5%		
Two or More Races	0.2%		
Total Enrollment			657

Virginia Primrose Elementary is committed in its efforts to help all students become successful early readers and in establishing a high-quality, comprehensive reading curriculum. The school's learning environment is filled with compassion; students, teachers, and visitors are met with respect, consideration, and cooperation each day. Highly qualified teachers deliver a challenging standards-based curriculum designed to meet the wholistic needs of every child.

Parent Involvement

Parents are encouraged to become involved in Virginia Primrose Elementary's learning community by volunteering in the classroom, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Open House, Kindergarten Orientation, Cultural Celebration, Talent Show, district competitions, and seasonal celebrations

provide opportunities for parents to interact with school staff while supporting their child's academic programs. 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 principal at (909) 357-5790.

All school-to-home communication is provided in both English and Spanish. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, flyers and letters are sent home to remind parents of school activities or important events. At the end of the year, the principal issues a letter to all parents to express appreciation for everyone's efforts in supporting Virginia Primrose Elementary School.

Student Achievement

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

Standardized State Assessments

Students at Virginia Primrose 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.

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.

California Standards Test Results*
All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Virginia Primrose			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	41	50	45	34	38	42	46	50	52
Math	50	65	63	30	35	39	43	46	48
Science	43	56	45	31	33	39	46	50	54
History				19	25	31	36	41	44

* 2007-08 and 2008-09 scores have been adjusted to include California Modified Assessment results. For more information, please visit www.cde.ca.gov/ta/tg/sr/cmastar.asp
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

	Virginia Primrose								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	39	*	*	*	44	*	63	*	
Math	55	*	*	*	61	*	81	*	
Science	*		*		39	*	*	*	
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

	Virginia Primrose					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	42	47	31	45	57	
Math	63	62	52	63	64	
Science	47	44	15	45	*	
History						

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

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	5	5	6			
Similar Schools Rank	10	10	10			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	-18	50	-20	787	731	767
Ethnic Subgroups						
Hispanic or Latino	-14	45	-20	801	727	715
Other Subgroups						
Economically Disadvantaged	-19	50	-20	787	727	712
English Learners	-28	48	-14	774	703	691

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	Virginia Primrose	FUSD
Overall School Results		No
Participation Rate		
English-Language Arts		Yes
Math		Yes
Percent Proficient		
English-Language Arts		No
Math		No
API		Yes

2009-10 Data not available per CDE

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, Virginia Primrose 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.	22.2%	9.1%	6.1%

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, Virginia Primrose Elementary qualified for Schoolwide Title I funding and is subject to Title I program participation requirements.

Title I Program Improvement (PI) Status

	Virginia Primrose	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

Virginia Primrose Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1980; since that time, original facilities have been modernized and classrooms, a multipurpose room, and a kitchen were added to accommodate increased enrollment. The rear portion of the campus near the playground area is lined with pine trees, creating a "woody" outdoor

atmosphere. 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

	Qty.
Year Built	1980
Acreage	9 ac
Square Footage	60,112 sf
# of Permanent Classrooms	14
# of Portable Classrooms	21
# of Restrooms (student use)	6 sets
Library	1
Computer Lab	1
Special Education Room with two sets of Restrooms	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

2009-10 Campus Improvement Projects:

- Renovation of swimming pool

Campus Supervision

Each morning before school starts, the principal greets students and staff a "good morning" as she circulates throughout the campus. One teacher monitors the front entrance area of the campus while three noon aides are on the playground and three noon aides are in the cafeteria supervising breakfast activities. During recess, three noon aides monitor playground activity. At lunch time, the custodian and two noon aides are assigned to the cafeteria, two additional noon aides are assigned to the kindergarten tables in the cafeteria, and two noon aides monitor the kindergarten playground. At the end of the school day, one teacher is stationed at the exit

gate, one teacher is assigned to the parking lot, two teachers are assigned to the north exit gate, and two teachers are in the bus loading zone to ensure students depart in a safe and orderly manner. The remaining unassigned teachers and both administrators circulate about the campus to make sure students are proceeding responsibly to departure areas or after-school activities. Virginia Primrose 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 current plan was reviewed, updated, and discussed with school staff in July 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 Virginia Primrose 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 Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: May 14, 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	✓		
			Lamps out: 15; Library: MPR; Stage: A; 19; 26; 31, & 32. Stained ceiling tiles: 16; 7; Teacher Lounge; B; 25, & 27. Replace soap dispenser: Boys Restroom; Girls Restroom. & Portable Boys Restroom.
			Trash and debris: Storeroom; Storeroom SW; Storeroom NW; 7A Storeroom, & Storage NW

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

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.

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 May 14, 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.

One full-time day custodian and two full-time evening custodians are assigned to Virginia Primrose 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 and supplies are checked routinely 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, Virginia Primrose Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

Classroom Environment

Discipline & Climate for Learning

School rules and behavior expectations are guided by school rules, classroom management plans, and district expectations to foster good choices in behavior. At the beginning of the school year, the principal visits each classroom to discuss school rules, behavior expectations, no-bullying policies, and sexual harassment policies (upper grades only). Each student is given a parent/student handbook (English and Spanish) which outlines district policies and school rules.

For those students who continue having difficulty making good choices, school staff explore the behavior and identify the triggers to develop a behavior plan to prevent poor conduct in the future. When behavior plans are not successful and class lessons are disrupted, more serious disciplinary measures are imposed. Students are referred to the principal for further intervention such as a phone call to parents/guardians, parent conferences, counseling, suspension, and in some cases expulsion.

Suspensions & Expulsions			
	Virginia Primrose		
	07-08	08-09	09-10
Suspensions (#)	48	84	119
Suspensions (%)	6.27%	12.00%	18.11%
Expulsions (#)	1	0	0
Expulsions (%)	0.13%	0.00%	0.00%
FUSD Elementary Schools			
	07-08	08-09	09-10
	Suspensions (#)	707	1219
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	0.01%

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

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Virginia Primrose Elementary conducts awards assemblies at the end of each trimester. Students have many opportunities to earn the following honors:

- A Million Words (Accelerated Reader Award)
- District Placement in Reading
- District Spelling Bee
- District Writing Showcase Awards
- District Medals for Math and Science Achievements
- Fifth Grade Promotion Ceremony
- Proficient/Advanced Award (CST Performance)
- English Learner Medals - (presented to students increasing level of language acquisition)
- Principal's List Trophy
- Perfect Attendance Trophy

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. Virginia Primrose Elementary invites students to participate in:

- Chess Club
- Math Field Day
- Red Ribbon Week
- Spelling Bee
- Talent Show
- Thematic Fun Days
- Yearbook

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	19.5	4	2	
1	20.5	3	3	
2	19.0	7		
3	20.0	5	1	
4	29.0		4	
5	31.0		3	2
2008-09				
K	23.5		4	
1	19.5	4	2	
2	18.5	6		
3	19.2	5	1	
4	28.5		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.

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 8:00 a.m. to 4:00 p.m. and is staffed by a full-time librarian. The library features over 15,656 titles in English and more than 300 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers,

magazines, and books on tape. Five Internet-accessible computers are available for Accelerated Reader testing, electronic title searches, and completing special projects at lunch time. 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

Each classroom has a minimum of five computers each which are used for research (fourth and fifth grades), Accelerated Reader testing, keyboarding, word processing, and Discover Learning. One computer lab is equipped with 32 laptops, an interactive whiteboard, and a document camera; the lab is primarily used for whole-class instruction and projects. Each teacher determines the subject area and method to integrate technology into the curriculum. All teachers have a laptop and have access to SMARTBoards™ and document cameras to enhance illustrations of lesson content and concepts.

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Virginia Primrose 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	2	2

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

- Thinking Maps
- Classroom Management Strategies
- District Professional Day

As a supplement to district-sponsored professional development buy-back days, Virginia Primrose Elementary offers staff training throughout the year on early release days to address identified areas of need and new programs. During the 2009-10 school year, training activities focused on 1) language arts, 2) realignment of math pacing guides, and 3) 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

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.

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, Virginia Primrose Elementary had 26 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

Virginia Primrose 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. The Student Study Team (SST) addresses issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.6
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	1.0
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 child based upon their IEP. Virginia Primrose 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 Virginia Primrose 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 Virginia Primrose Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Virginia Primrose Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

	Teacher Credentials & Assignments							
	Virginia Primrose				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	35	37	26		1869	1898	1608	
Teachers with Full Credential	32	36	26		1764	1816	1584	
Teachers without Full Credential	3	1	0		105	82	24	
Teachers in Alternative Routes to Certification	3	1	1		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	
Virginia Primrose	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

	Teacher Education Levels 2009-10	
	Virginia Primrose	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	3.3	3.1
Master's Degree	36.7	37.5
Bachelor's Degree plus 30 or more semester hours	56.7	52.1
Bachelor's Degree	3.3	7.0
Less than a Bachelor's Degree	0.0	0.0

	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				
	Virginia Primrose	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,703	\$6,037	111.0%	N/A	N/A
Restricted (Supplemental)	\$2,023	\$1,650	122.6%	N/A	N/A
Unrestricted (Basic)	\$4,679	\$4,387	106.7%	\$5,681	82.4%
Average Teacher Salary	\$58,530	\$61,647	94.9%	\$68,179	85.8%

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 general, 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