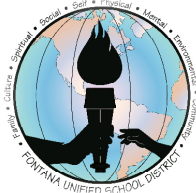


# REDWOOD ELEMENTARY SCHOOL



Grades PreK-6  
Sergio Chavez, Principal  
Renee Gullixson, Assistant Principal  
8570 Redwood Avenue - Fontana, CA 92335  
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## 2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

### FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-5000  
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### Board of Education

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

### District Administration

Cali L. Olsen-Binks  
Superintendent  
  
Alejandro Alvarez  
Associate Superintendent  
Division of Business Services  
  
Oscar Dueñas  
Associate Superintendent  
Division of Instructional Services  
  
William W. Wu, J.D.  
Assistant Superintendent  
Division of Human Resources

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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



As principal, I take great pride in the achievements of Redwood Elementary School over the last three years. This annual School Accountability Report is a report of the facts behind this pride.

This School Accountability Report Card is presented in accordance with the Proposition 98 and the federal No Child Left Behind Act, which defines the report as a requirement for every school district in California. In compliance with legislation, we are proud to highlight the accomplishments of the prior school year as well as to identify goals and objectives for the future.

Redwood Elementary School prepares children for academic and workplace success. All staff, students, parents and community members work together to help our students learn and grow in academics, social development and personal achievement. We celebrate the partnerships that exist between students, parents, community members, and staff. Thank you for assisting Redwood Elementary School in maintaining a high level of educational excellence that we will continue to strive for in this and future generations.

Our vision and mission are rooted in these core beliefs:

1. All students can learn
2. Active parent engagement is key to student success
3. Failure, negativity, and deficit thinking are not acceptable
4. Teachers and staff lovingly serve all students
5. Effective direct instruction is the first line of prevention
6. Assessment data will drive the instruction

### 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

Redwood Elementary School is a single-track, year-round school serving 757 students in kindergarten through sixth grade, including 12% in special education, 49.4% qualifying for English Learner support, and 88.5% qualifying for the free or reduced-priced meal program. A state preschool program is on campus and open to eligible 4 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Schoolwide success is credited to the intense dedication of teachers, parents, and the community. Redwood Elementary utilizes innovative strategies and programs to motivate students, parents, and staff in its efforts to raise student achievement to levels beyond state proficiency targets.

| Percentage of Students by Ethnicity / Grade Level 2009-10 |       |              |     |
|---|-------|--------------|-----|
| Ethnic Group  | %     | Grade Level  | #   |
| African-American  | 3.0%  | Kindergarten | 93  |
| Amer. Indian or Alaskan Native                            | 0.1%  | Grade 1      | 112 |
| Caucasian   | 5.7%  | Grade 2      | 135 |
| Asian   | 0.3%  | Grade 3      | 103 |
| Filipino  | 0.5%  | Grade 4      | 111 |
| Hispanic or Latino  | 89.7% | Grade 5      | 106 |
| Pacific Islander  | 0.7%  | Grade 6      | 97  |
| Total Enrollment  |       |              | 757 |

## Parent Involvement

Redwood Elementary feels that school, family, and community partnerships are essential for student learning and success in school. Parents are encouraged to volunteer at the school, attend school events, and/or share in the decision-making process. Teachers welcome parents to help in the classroom, in the Parent Center (Room 19) and in the school office. Events such as Back to School Night, Field Day, Open House, General Education Development, English as a Second Language Classes, Fitness Group, Technology Classes, Magic Show, and School Pride Days provide opportunities for parents to interact with school staff while supporting their child's academic programs. Principal Sergio Chavez invites all parents to join him for coffee in the morning on the first Friday of every month. Parents are encouraged to participate in open forum discussions regarding school concerns and share ideas. Community Based English Tutoring is available for parents who want to learn English to effectively support their child's education at home. The School Site Council, Parent Teacher Association, Superintendent's Advisory Council, and English Learner Advisory Council provide

opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information or interested in contributing their time to the school community may contact the school's assistant principal at (909) 357-5740.

All school-to-home communication is provided in both English and Spanish. The school newsletter is sent home bimonthly and features important information about school activities and events. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports and report cards are issued each trimester. On occasion, flyers are sent home to remind parents of school activities or important events. Teachers maintain a homework hotline for parents and students to call and obtain information about homework assignments. A brand new electronic marquee (purchased by the PTA) displays special announcements and reminders.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Redwood 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. Fontana Unified School District and Redwood Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

## Standardized State Assessments

Students at Redwood 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. 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.

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

|                       | Redwood |       |       | FUSD  |       |       | California |       |       |
|-----------------------|---------|-------|-------|-------|-------|-------|------------|-------|-------|
|                       | 07-08   | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| English-Language Arts | 36      | 37    | 41    | 34    | 38    | 42    | 46         | 50    | 52    |
| Math                  | 46      | 47    | 51    | 30    | 35    | 39    | 43         | 46    | 48    |
| Science               | 39      | 39    | 41    | 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**

|                       | Redwood          |                                |       |          |                    |                  |           |                   |
|-----------------------|------------------|--------------------------------|-------|----------|--------------------|------------------|-----------|-------------------|
|                       | African-American | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian | Two or More Races |
| English-Language Arts | 31               | *                              | *     | *        | 41                 | *                | 55        |                   |
| Math                  | 38               | *                              | *     | *        | 51                 | *                | 55        |                   |
| Science               | *                |                                | *     | *        | 38                 |                  | *         |                   |
| 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**

|                       | Redwood |        |                  |                            |                            |                   |
|-----------------------|---------|--------|------------------|----------------------------|----------------------------|-------------------|
|                       | Male    | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| English-Language Arts | 40      | 42     | 25               | 41                         | 37                         |                   |
| Math                  | 48      | 55     | 39               | 51                         | 32                         |                   |
| Science               | 51      | 32     | 19               | 41                         | *                          |                   |
| History               |         |        |                  |                            |                            |                   |

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

|                            | API Rank |         |         | School Increase/Decrease in API | School Growth | District Growth | State Growth |
|----------------------------|----------|---------|---------|---------------------------------|---------------|-----------------|--------------|
|                            | 2007     | 2008    | 2009    |                                 |               |                 |              |
| Statewide Rank             | 5        | 4       | 3       |                                 |               |                 |              |
| Similar Schools Rank       | 10       | 8       | 6       |                                 |               |                 |              |
| Results                    | 2007-08  | 2008-09 | 2009-10 | 2010                            | 2010          | 2010            |              |
| Schoolwide - All Students  | -18      | 1       | 4       | 747                             | 731           | 767             |              |
| Ethnic Subgroups           |          |         |         |                                 |               |                 |              |
| Hispanic or Latino         | -20      | 0       | 5       | 746                             | 727           | 715             |              |
| Other Subgroups            |          |         |         |                                 |               |                 |              |
| Economically Disadvantaged | -19      | 1       | 4       | 747                             | 727           | 712             |              |
| English Learners           | -22      | 0       | 2       | 740                             | 703           | 691             |              |

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

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

**Physical Fitness**

In the spring of each year, Redwood Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2009-10**

| Grade Tested | Number of Standards Met: |        |        |
|--------------|--------------------------|--------|--------|
|              | 4 of 6                   | 5 of 6 | 6 of 6 |
| 5th Gr.      | 29.4%                    | 30.6%  | 14.1%  |

**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, Redwood Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I Program requirements.

## Title I Program Improvement (PI) Status

|  | Redwood | FUSD    |
|--|---------|---------|
| PI Status                                      | In PI   | In PI   |
| First Year of PI Implementation                | 2009-10 | 2008-09 |
| Year in PI                                     | Year 2  | Year 3  |
| No. of Schools Currently in PI                 |         | 13      |
| Percent of Schools Currently Identified for PI |         | 28.9%   |

The statistical information in this table reflects the PI status during the 2010-11 school year.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ay/](http://www.cde.ca.gov/ta/ay/).

## School Facilities & Safety

Redwood Elementary and its school community take pride in its improving campus and providing a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. The original campus of Redwood Elementary was built in 1950. Additional facilities including classrooms were constructed in 1993, 2002, and 2004 to accommodate increased enrollment. 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:

- Slurry seal and re-stripe asphalt areas
- Installation of exterior and interior surveillance security systems

### Campus Description

|                              |             |
|------------------------------|-------------|
| Year Built                   | 1950        |
| Acreage                      | 9.55 ac     |
| Square Footage               | 54,865 sf   |
|                              | <b>Qty.</b> |
| # of Permanent Classrooms    | 20          |
| # of Portable Classrooms     | 22          |
| # of Restrooms (student use) | 5 sets      |
| Library                      | 1           |
| Computer Lab                 | 2           |
| Staff Lounge                 | 1           |
| Teacher Work Room            | 1           |
| Cafeteria                    | 1           |

## Campus Supervision

At 8:10 each morning, students may enter the cafeteria for breakfast; supervision is provided by two duty aides. Just before school starts and as students arrive on campus, three noon aides are on duty at the front of the school while teachers and administrators monitor playground activities. During recess, four duty aides are stationed on the playground to ensure students play safely. At lunch time, two noon duty aides monitor the cafeteria and two noon duty aides along with teachers supervise playground activities.

At the end of the day, kindergarten students are escorted to the bus area and then the student-pick up area to be released to authorized parents/guardians. Teachers for grades 1-3 escort students to exit areas. Four teachers monitor exit areas, parking lot, and pickup areas to ensure students depart safely. All first grade teachers monitor dismissal of their students. Redwood Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in March 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 Redwood 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 April 9, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

## San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 25, 2010.

| Item Inspected   | School Facility Good Repair Status |      |      | Repair Status  |
|--|------------------------------------|------|------|--|
|  | Good                               | Fair | Poor |  |
| <b>Most Recent Inspection:</b><br><b>April 9, 2010</b> |                                    |      |      | Work orders were generated for all deficiencies noted below.                                     |
| Gas Leaks  | ✓                                  |      |      |  |
| Mechanical Systems                                     | ✓                                  |      |      |  |
| Windows/Doors/Gates (interior and exterior)            | ✓                                  |      |      |  |
| Interior Surfaces (walls, floors, and ceilings)        | ✓                                  |      |      |  |
| Hazardous Materials (interior and exterior)            | ✓                                  |      |      |  |
| Structural Damage                                      | ✓                                  |      |      |  |
| Fire Safety  | ✓                                  |      |      |  |
| Electrical (interior and exterior)                     | ✓                                  |      |      | Portable Girls Restroom: Light switch cover plate is broken. Stage: Deficiency found.            |
| Pest/Vermin Infestation                                | ✓                                  |      |      |  |
| Drinking Fountains (inside and outside)                | ✓                                  |      |      | Adjust water pressure at drinking fountain: Staff Lounge & 16. Nurse Restroom: Deficiency found. |
| Restrooms  | ✓                                  |      |      |  |
| Sewer  | ✓                                  |      |      |  |
| Playground/School Grounds                              | ✓                                  |      |      |  |
| Roofs  | ✓                                  |      |      |  |
| Overall Cleanliness                                    | ✓                                  |      |      | Trash and debris: 44 Storeroom.  |

### 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.

| Area Inspected | Category | Deficiency Noted | Corrective Action Taken |
|----------------|----------|------------------|-------------------------|
| NONE OBSERVED  |          |                  |                         |

Results of the inspection and corrective action taken by the district are provided in the table below.

### 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.

One full-time day custodian and two full-time evening custodians are assigned to Redwood Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. The principal and custodian communicate daily regarding safety concerns and maintenance efforts. The custodian inspects the campus every morning for graffiti, safety hazards, and other conditions that required attention before students arrive on campus. Restrooms are checked throughout the day by all staff to ensure facilities remain well-stocked and sanitary. 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.

### 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, Redwood Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

## Classroom Environment

### Discipline & Climate for Learning

Students at Redwood Elementary are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. Character education lessons are embedded into the instructional program. 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.

| Suspensions & Expulsions |         |        |        |
|--------------------------|---------|--------|--------|
|                          | Redwood |        |        |
|                          | 07-08   | 08-09  | 09-10  |
| Suspensions (#)          | 24      | 93     | 76     |
| Suspensions (%)          | 3.04%   | 12.09% | 10.04% |
| Expulsions (#)           | 0       | 0      | 0      |
| Expulsions (%)           | 0.00%   | 0.00%  | 0.00%  |

|                 | FUSD<br>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.*

All teachers have established their own grade-appropriate classroom management styles and incentive programs. At the beginning of the school year, school rules and behavior expectations are shared with students during classroom discussions and outlined in the student handbook. Teachers receive a daily bulletin from the principal; the bulletin may include announcements to students regarding trends of unacceptable behavior.

All students have the opportunity to be recognized for demonstrating good citizenship and meeting academic goals. Students who follow the three main school rules are given an Eagle Award ticket. Students accumulate and redeem their earned tickets for special prize drawings.

Eagle Award drawings are held throughout the school year. At the end of each trimester, students meeting attendance, academic and behavior criteria are presented with special certificates.

Responsible students in fifth and sixth grade may participate in the Peer Helpers program. These students attend leadership class to receive training on how to identify and resolve minor playground issues. Four to five Peer Helpers are available during the lunch recess to help keep activities fun and safe for everyone. Peer Helpers are responsible for modeling good citizenship and assist with campus beautification projects.

### 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<br>Self-Contained Classes |                 |                      |       |     |
|---|-----------------|----------------------|-------|-----|
| 2007-08   |                 |                      |       |     |
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 13.3            | 8                    |       |     |
| 1   | 18.8            | 6                    |       |     |
| 2   | 19.8            | 5                    |       |     |
| 3   | 19.2            | 5                    |       |     |
| 4   | 29.0            |                      | 3     |     |
| 5   | 28.0            |                      | 3     |     |
| 6   | 26.3            |                      | 3     |     |
| K-3   | 19.0            | 1                    |       |     |
| Combo 4-5   | 33.0            |                      |       | 1   |

| 2008-09   |                 |                      |       |     |
|-----------|-----------------|----------------------|-------|-----|
| Grade     | Avg. Class Size | Number of Classrooms |       |     |
|           |                 | 1-20                 | 21-32 | 33+ |
| K         | 12.8            | 8                    |       |     |
| 1         | 20.7            | 2                    | 4     |     |
| 2         | 16.7            | 6                    |       |     |
| 3         | 18.5            | 6                    |       |     |
| 4         | 26.8            |                      | 4     |     |
| 5         | 33.0            |                      |       | 3   |
| 6         | 26.3            |                      | 4     |     |
| Combo 4-5 | 31.0            |                      | 1     |     |

| 2009-10 |                 |                      |       |     |
|---------|-----------------|----------------------|-------|-----|
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|         |                 | 1-20                 | 21-32 | 33+ |
| K       |                 |                      |       |     |
| 1       |                 |                      |       |     |
| 2       |                 |                      |       |     |
| 3       |                 |                      |       |     |
| 4       |                 |                      |       |     |
| 5       |                 |                      |       |     |
| 6       |                 |                      |       |     |

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

# Curriculum & Instruction

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Redwood 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<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2007-08                                    | 2008-09 | 2009-10 |
| 3  | 3       | 2       |

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

- Fluency
- English Language Development Standards and Strategies
- Houghton Mifflin Math
- Open Court Rdg
- No Excuses University Training
- DIBELS Assessments
- PLC Training
- RtI Training
- Routines: Power in Production
- The Effective Teacher: Teaching Rules, Routines & Procedures in Classroom Management
- Developing Schoolwide Routines & Procedures
- Teaching Vocabulary

Redwood Elementary introduced Guided Language Acquisition Design (GLAD) training in 2005-06 in conjunction with the Open Court reading curriculum. GLAD training provides teachers with the skills and strategies to promote academic language, literacy, academic achievement, and cross-cultural skills. The project is designed to equip teachers with the knowledge and ability to help their English learners gain proficiency in the English language as well as state standards.

As a supplement to district-sponsored professional development buy-back days, Redwood Elementary offers staff training throughout the year on early release days to address identified areas of need and instructional practices. During the 2009-10 school year, training activities focused on 1) Open Court Reading, 2) math, 3) English Language Development, and 4) grade level planning.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and

professional development programs. These programs include:

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

## Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle

for textbook adoptions in foreign language, visual and performing arts, and health.

On August 25, 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 3:30 p.m. and is staffed by a full-time library clerk. The library features over 12,959 titles in English and more than 200 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias and dictionaries. Four

| District Adopted Textbooks                                      |        |                                 |              |
|---|--------|---------------------------------|--------------|
| Publisher   | Grades | % of Students Lacking Textbooks | Year Adopted |
| <b>Language Arts</b>  |        |                                 |              |
| SRA/McGraw-Hill; <i>Open Court Reading</i>                      | K-6    | 0                               | 2004         |
| Hampton Brown; <i>Into English</i>                              | K-5    | 0                               | 1998         |
| Hampton Brown; <i>High Point</i>                                | 6      | 0                               | 2003         |
| <b>Math</b>   |        |                                 |              |
| Houghton Mifflin; <i>California Mathematics</i>                 | K-5    | 0                               | 2008         |
| Holt; <i>California Mathematics Course 1 Numbers to Algebra</i> | 6      | 0                               | 2008         |
| <b>Science</b>  |        |                                 |              |
| Houghton Mifflin; <i>California Science 2007</i>                | K-6    | 0                               | 2007         |
| <b>Social Science</b>   |        |                                 |              |
| Houghton Mifflin; <i>Social Studies</i>                         | K-5    | 0                               | 2006         |
| Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>      | 6      | 0                               | 2006         |

Internet-accessible computers are available for electronic title searches. 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

During the 2009-10 school year, Redwood Elementary had a total of 275 computers which are used for independent projects using the Open Court technology module. Each grade level cluster is assigned a color printer. The school's two computer labs are each equipped with 30 Internet-accessible workstations and used for whole class instruction. Each teacher determines the method to integrate technology into math, science, social science, and language arts curricula. Students use lab computers for research and assessment, Accelerated Reader, Accelerated Math, STAR Reading and Math, CAL Achieve, Discover Learning, Read180, and accessing web-based educational programs such as Study Island. Teachers have access to SMARTBoards (interactive whiteboards), LCD projectors, student responder systems, and document cameras to enhance illustration of lesson content and concepts.

## Professional Staff

### Teacher Assignment

For the 2009-10 school year, Redwood Elementary had 30 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

Redwood 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

Study Teams (SST) 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.

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. Redwood 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.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

|                        | No. of Staff |  | FTE |
|------------------------|--------------|--|-----|
|                        |              |  |     |
| Counselor              |              |  |     |
| Nurse                  | 1            |  | 0.3 |
| Psychologist           | 1            |  | 0.4 |
| Health Assistant       | 1            |  | 0.6 |
| Adaptive PE Specialist | 1            |  | 0.1 |
| Adaptive PE Aide       | 1            |  | 0.1 |
| LSH Therapist          | 1            |  | 1.0 |
| LSH Aide               | 1            |  | 0.2 |

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

### Teacher Credentials & Assignments

|   | Redwood        |       |       |       | FUSD  |       |       |       |
|---|----------------|-------|-------|-------|-------|-------|-------|-------|
|   | 07-08          | 08-09 | 09-10 | 10-11 | 07-08 | 08-09 | 09-10 | 10-11 |
|   | Total Teachers | 36    | 37    | 30    |       | 1869  | 1898  | 1608  |
| Teachers with Full Credential                   | 34             | 35    | 30    |       | 1764  | 1816  | 1584  |       |
| Teachers without Full Credential                | 2              | 2     | 2     |       | 105   | 82    | 24    |       |
| Teachers in Alternative Routes to Certification | 1              | 2     | 2     |       | 76    | 72    | 72    |       |
| Pre-Internship                                  | 0              | 0     | 0     |       | 0     | 0     | 0     |       |
| Teachers with Emergency Permits                 | 2              | 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                           |                                       |
| Redwood           | 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   |        |
|--|-----------|--------|
|  | Redwood % | FUSD % |
| Doctorate  | 0.0       | 0.4    |
| Master's Degree plus 30 or more semester hours   | 3.0       | 3.1    |
| Master's Degree                                  | 39.4      | 37.5   |
| Bachelor's Degree plus 30 or more semester hours | 48.5      | 52.1   |
| Bachelor's Degree                                | 9.1       | 7.0    |
| Less than a Bachelor's Degree                    | 0.0       | 0.0    |

## 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

|  | Average of Districts in Same |           |
|--|------------------------------|-----------|
|  | FUSD                         |           |
| 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

## SARC Data & Internet Access

### DataQuest

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

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<br>2008-09 |                           |          |  |   |  |
|---|---------------------------|----------|--|---|--|
| Expenditures Per Pupil                            | Dollars Spent per Student |          |  |   |  |
|   | Redwood                   | FUSD     | % Difference -<br>School and<br>District | State Average for<br>Districts of Same<br>Size & Type | % Difference -<br>School Site and<br>State |
| Total Restricted and Unrestricted                 | \$6,986                   | \$6,037  | 115.7%                                   | N/A   | N/A  |
| Restricted (Supplemental)                         | \$2,345                   | \$1,650  | 142.1%                                   | N/A   | N/A  |
| Unrestricted (Basic)                              | \$4,642                   | \$4,387  | 105.8%                                   | \$5,681   | 81.7%                                      |
| Average Teacher Salary                            | \$62,398                  | \$61,647 | 101.2%                                   | \$68,179  | 91.5%                                      |

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 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