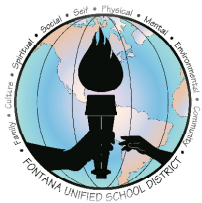


SHADOW HILLS ELEMENTARY SCHOOL



Grades K-5
Frank Donahue, Principal
14300 Shadow Drive - Fontana, CA 92337
(909) 357-5750 - FAX (909) 357-5759



2005-06 & 2009-10 California Distinguished School
2002-03 Title I Achieving School • 2005 Shining Star School
2007, 2008 & 2009 California Business for Education Excellence "Honor Roll" School

2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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

Board of Education

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

District Administration

Cali L. Olsen-Binks
Superintendent

Alejandro Alvarez
Associate Superintendent
Division of Business Services

Oscar Dueñas
Associate Superintendent
Division of Instructional Services

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

Contents

Principal's Message
District Goals
School Profile
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
SARC Data and Internet Access
District Expenditures

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



Shadow Hills Elementary School has an admirable record in continuous educational improvement. With the goal of helping each student reach their potential, Shadow Hills has recorded ten straight years of growth in both the API and AYP measures, meeting growth goals each year and in all areas. We were selected as a Title I Achieving School in 2002-2003, recognized as a California "Shining Star" school in 2005, named a California Distinguished School in 2009-10, selected as a California Business for Educational Excellence "Honor Roll" school in 2009, and continue to meet the growth standards each year. Our teachers are a well-trained and dedicated group, with 100% of the staff fully credentialed and certified under the requirements of No Child Left Behind.

Meeting educational growth goals is the result of teamwork that includes the school staff, the students, the parents, and the entire community. But meeting those goals is only a part of being a good school. We also work hard to provide a safe and welcoming environment that values each child, one that respects each individual's background, heritage, and individual skills and needs. Only by caring about the whole child can we help our students develop into young adults ready to survive and thrive in the ever-changing world that awaits them.

It is our intent to utilize the resources of Shadow Hills to support the education of all of our children, maximizing their potential and minimizing obstacles to help each child succeed to their capability. Each year we examine performance data carefully, and rewrite our comprehensive school plan to make optimum use of the precious resources available to make us the most effective school we can be.

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

Shadow Hills Elementary School is a traditional, year-round school serving 508 students in kindergarten through fifth grade, including 10% in special education, 44.5% qualifying for English learner support, and 83% qualifying for the free or reduced-price meal program. Shadow Hills Elementary School fosters a caring, nurturing learning environment, and takes great pride in the many accomplishments of its staff, students, and parents. For the past ten consecutive years, Shadow Hills Elementary School has experienced growth in both API and AYP measures.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	7.1%	Kindergarten	88
Amer. Indian or Alaskan Native	0.2%	Grade 1	94
Caucasian	4.5%	Grade 2	86
Asian	1.5%	Grade 3	90
Filipino	0.7%	Grade 4	75
Hispanic or Latino	85.8%	Grade 5	103
Pacific Islander	0.0%	Ungraded Elementary	1
Two or More Races	0.2%		
Total Enrollment			537

In October of 2005, Shadow Hills Elementary School was selected as one of 20 schools statewide to be named a "Shining Star" school for its successful implementation of AB65 student intervention programs. Recent designation as a California Distinguished School reinforced Shadow Hills Elementary School's efforts in helping each student reach their potential. Students are provided a challenging, standards-based curriculum designed to encourage academic achievement through individualized instruction and effective interventions. Teaching staff are committed to promoting positive changes in student learning beyond elementary school.

The teachers of Shadow Hills Elementary School have established and contribute to a scholarship fund for graduating seniors who attended Shadow Hills as elementary students. Former students who have earned a 3.0 GPA or higher and have been accepted into a two- or four-year college program are eligible for the scholarship.

Parent Involvement

Parents are encouraged to become involved in Shadow Hills Elementary School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as the Back to School Night BBQ, Open House BBQ, book fairs, school carnival, school cleanup days, multicultural celebrations, third grade Hoedown, and school assemblies provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are invited to Coffee with the Principal each month to share their concerns or discuss school 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.

School-to-home communication is provided in both English and Spanish. The school newsletter, issued every six weeks, features a message from the principal, information on what's happening at school, parent tips, grade level news, and announcements on upcoming events. Some teachers prepare class newsletters addressing homework, class activities, and relative grade level information. The school marquee and outside bulletin boards highlight important reminders and current news announcements. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parent assistance is always welcomed on campus and in classrooms. Parents seeking more information about volunteering their time to the school community may contact the PTA president or outreach consultant at (909) 357-5750. Parents are welcome to stop by the principal's office anytime - the door is always open!

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Shadow Hills Elementary School. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors

their progress in learning English, and helps determine if they have achieved proficiency in the English language.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Shadow Hills Elementary School provided individualized intervention programs for those students not meeting grade level proficiency standards.

Standardized State Assessments

Students at Shadow Hills 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>.

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

	Shadow Hills			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	42	49	49	34	38	42	46	50	52
Math	54	57	60	30	35	39	43	46	48
Science	43	49	60	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**

	Shadow Hills							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	48		*	*	47		69	*
Math	39		*	*	59		88	*
Science	38		*		62		*	
History								

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

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

	Shadow Hills					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	53	45	29	48	48	
Math	62	58	53	59	44	
Science	72	51	25	59	*	
History						

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

	API Rank		
	2007	2008	2009
Statewide Rank	6	6	6
Similar Schools Rank	9	8	10

Results	School Increase/Decrease in API			School Growth	District Growth	State Growth
	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	7	30	-7	801	731	767
Ethnic Subgroups						
Hispanic or Latino	3	28	-6	794	727	715
Other Subgroups						
Economically Disadvantaged	-3	39	-5	799	727	712
English Learners	3	28	0	794	703	691

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

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

Adequate Yearly Progress (AYP)

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

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

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

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

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

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.

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, Shadow Hills Elementary School 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.	20.4%	24.3%	31.1%

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. During the 2009-10 school year, Shadow Hills Elementary School qualified

Title I Program Improvement (PI) Status	Shadow Hills	FUSD
	PI Status	Not 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.

for Schoolwide Title I funding and is therefore required to comply with all Title I requirements.

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

Shadow Hills Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1989; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1989
Acreage	6 ac
Square Footage	40,031 sf
	Qty.
# of Permanent Classrooms	18
# of Portable Classrooms	7
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

Campus Supervision

Each morning as students arrive on campus, assigned teachers are stationed at the bus zones and on the playground to monitor student activities. During recess and lunch, five noon aides share supervision in the cafeteria and on the playground. At the end of the school day, the principal and assigned teachers oversee parking lot, bus loading, and exit gate activities to ensure students depart in a safe and orderly manner. Shadow Hills Elementary School 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. All exit and entrance gates (three total) are monitored 24 hours a day by closed-circuit television systems.

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 Shadow Hills Elementary School 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 21, 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,

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: April 21, 2010	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Adjust water pressure at drinking fountain: 16.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris: Stage Storage SW & Stage Storage NE.
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.

daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic online 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 one full-time evening custodian are assigned to Shadow Hills Elementary School 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. Restrooms are checked

regularly throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Shadow Hills Elementary School received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

Classroom Environment

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.3	3	1	
1	20.2	4	1	
2	18.0	5		
3	19.8	5		
4	33.0			3
5	30.0		2	1
2008-09				
K	21.0	2	2	
1	19.3	4		
2	17.4	5		
3	14.8	5		
4	32.0		1	2
5	26.3		3	
2009-10				
K				
1				
2				
3				
4				
5				

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

Discipline & Climate for Learning

Students at Shadow Hills Elementary School are well-behaved and conduct themselves in a responsible and respect manner. School rules and behavior expectations are guided by the six P's + 1: *Present, Punctual, Prepared, Polite, Productive, and Persistent*, and if they have successfully achieved all six, *Proud* is what they should feel! In a comfortable, nurturing environment, school staff explain and discuss the various types of appropriate and inappropriate school behavior, encouraging students to make good choices.

Suspensions & Expulsions			
	Shadow Hills		
	07-08	08-09	09-10
Suspensions (#)	11	41	7
Suspensions (%)	1.93%	8.07%	1.30%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	0.01%

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

A progressive discipline approach is taken when students have difficulty following school rules. Disciplinary measures are applied in the classroom and if poor conduct continues, the student is referred to the principal who takes into consideration past behavior trends when addressing consequences. Shadow Hills Elementary School realizes that students learn from their mistakes and provides the opportunity for students to recover and correct unacceptable behaviors.

At the beginning of the school year, school rules and behavior expectations are shared with students in the classroom with their teachers. Students in third, fourth, and fifth grade attend assemblies hosted by the principal who presents a MS PowerPoint presentation on no-bullying and sexual harassment policies. Students are given a parent/student handbook when returning to school in the fall; the handbook outlines school rules, district policies, and behavior expectations.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. One student from each class is selected by their teacher every month and recognized as the Student of the Month for demonstrating good citizenship, maintaining positive attendance, improving in academics, overcoming personal obstacles, or experiencing high achievements. To celebrate reading achievements, students and classes earning the highest word counts and points in Accelerated Reader are announced on the intercom system every Friday. The principal makes surprise classroom visits to recognize students for individual accomplishments and exceptional efforts. Students who arrive on time to school every day, earn a collector's dog tag; the principal visits classrooms once a month to present dog tags to qualifying students.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Shadow Hills Elementary School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

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

- Developing Concepts, Skills and Mathematical Reasoning
- SPARK (physical education curriculum)
- ELA Instruction
- Eight Great Ideas
- Collaboration Day

As a supplement to district-sponsored professional development buy-back days, Shadow Hills 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 integrating technology resources into the curriculum and class lessons.

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

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues

- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

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

Instructional Materials

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

On October 6, 2010, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have

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.

been provided to students. The Board of Education adopted Resolution #10-57 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:30 a.m. to 3:00 p.m. and is staffed by a full-time library specialist. The library features 12,413 titles in English and over 450 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Two Internet-accessible computers are available for Accelerated Reader testing, research, and 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, Shadow Hills Elementary School had a total of 157 computers. The school's computer lab features 19 Internet-accessible workstations and is used for small group instruction and intervention activities. On average kindergarten classrooms are equipped with three computers, first grade classrooms have four computers, second grade classrooms have five computers, and third-fifth grade classrooms have seven computers. The cafeteria has five computers available for student and parent

use. Each teacher determines the method to integrate technology into the language arts, math, social science, and science curricula. Students use classroom and lab computers for research, creating graphics presentations, writing projects, and to access educational-based programs such as Accelerated Reader, Discover Learning and Imagine Learning. SMARTBoards™ are available to teachers to enhance classroom instruction and access instructional resources.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Shadow Hills Elementary School had 19 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

Shadow Hills Elementary School 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.

	Teacher Credentials & Assignments							
	Shadow Hills				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	26	25	20		1869	1898	1608	
Teachers with Full Credential	26	24	19		1764	1816	1584	
Teachers without Full Credential	0	1	1		105	82	24	
Teachers in Alternative Routes to Certification	0	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	
Shadow Hills	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	
	Shadow Hills	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	47.6	37.5
Bachelor's Degree plus 30 or more semester hours	52.4	52.1
Bachelor's Degree	0.0	7.0
Less than a Bachelor's Degree	0.0	0.0

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

	No. of Staff	FTE
Counselor	0	
Outreach Consultant	1	1.00
Community Liaison	1	0.60
Psychologist	1	0.50
School Nurse	1	0.25
Health Assistant	1	0.60
Adaptive PE Specialist	As Needed	
Adaptive PE Aide	As Needed	
LSH Therapist	1	0.40

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. Shadow Hills Elementary School'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 Shadow Hills Elementary School 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 Shadow Hills Elementary School's SARC and access the Internet at any of the county's public libraries. The closest library to Shadow Hills Elementary School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

District Expenditures

Salary & Budget Comparison

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

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 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 %

Current Expense of Education per Pupil 2008-09

Expenditures Per Pupil	Dollars Spent per Student				
	Shadow Hills	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,603	\$6,037	109.4%	N/A	N/A
Restricted (Supplemental)	\$1,163	\$1,650	70.5%	N/A	N/A
Unrestricted (Basic)	\$5,440	\$4,387	124.0%	\$5,681	95.8%
Average Teacher Salary	\$75,040	\$61,647	121.7%	\$68,179	110.1%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement