

WEST RANDALL ELEMENTARY SCHOOL



Grades PreK-6
Eva Fritsch, Principal, 2009-10
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2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials and school facilities information were acquired on January 2011.

Principal's Message



At West Randall Elementary School our professional staff dedicate themselves to working together to create a safe, orderly, and highly effective learning environment for all of our students. We hold high expectations for student performance and behavior for every student at every grade level.

Our school uses district-adopted and state-approved instructional materials to prepare our students for mastery of state standards and ongoing success in their educational program. Our teachers are certified to work with many special student populations including gifted and talented students, special education students, and students who are learning English as a second language. Teachers attend staff development programs and workshops that help them to further hone their skills and keep them up-to-date on the latest techniques and strategies for effective classroom instruction.

We also provide student intervention services including after-school tutoring, off-track intervention, Saturday classes, and intensive small group instruction. In addition, we enjoy providing our community with fun activities for the family such as Family Literacy Nights, parent education classes, and our annual school musical performances.

We look forward to working with you this year... together we can make a difference in the lives of all of our children!

School Mission

The Mission of West Randall Elementary School is to work together to empower all students to succeed in acquiring the knowledge, skills, and attitudes necessary to reach their full potential as active citizens, meeting the challenges of a changing global society.

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

West Randall Elementary School is a modified, traditional, year-round school serving 716 students in kindergarten through sixth grade, including 12% in special education, 62.4% qualifying for English learner support, and 87.6% qualifying for the free or reduced-price meal program. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	2.0%	Kindergarten	110
Amer. Indian or Alaskan Native	0.0%	Grade 1	104
Caucasian	2.5%	Grade 2	106
Asian	0.1%	Grade 3	114
Filipino	1.3%	Grade 4	91
Hispanic or Latino	94.1%	Grade 5	94
Pacific Islander	0.0%	Grade 6	97
Two or More Races	0.0%		
Total Enrollment			716

The staff of West Randall Elementary School are dedicated to providing an instructional program designed to meet the individual needs of each student, ensuring that academic programs promote academic success and proficiency. A standards-based curriculum is offered in a supportive, caring, and nurturing environment that fosters high expectations and continued achievement for students, staff, and parents.

Parent Involvement

Parents are encouraged to become involved in West Randall Elementary School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help in their child's classroom, the school office, or the library. Events such as Back to School Night, Open House, seasonal music programs and student performances, and kindergarten reading nights provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, and English Learner Advisory Council, GATE Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about volunteering their time to the school community may contact their child's teacher, the principal or assistant principal at (909) 357-5780.

West Randall Elementary School offers English Learning (EL) tutoring for parents who want to effectively support their child at home and involvement in Project

Inspire which is related to becoming actively involved at school allowing parents to acquire successful strategies to help their child with homework or behavior issues. All parents are encouraged to attend the school's six-week Bright Start program that teaches parents how to help their children with literacy skills. West Randall Elementary School offers computer classes, additional all part of part of Project of Inspire and basic parenting classes.

All school-to-home communication is provided in both English and Spanish. Parents may check the school marquee daily for current announcements and reminders. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at West Randall 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 six are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and West Randall Elementary School provided individualized intervention programs for those students not meeting grade level proficiency standards.

Standardized State Assessments

Students at West Randall 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.

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

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

	West Randall			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	28	30	37	34	38	42	46	50	52
Math	32	33	46	30	35	39	43	46	48
Science	24	30	22	31	33	39	46	50	54
History	0	0	0	19	25	31	36	41	44

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

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

	West Randall							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	23			*	37		47	
Math	46			*	45		60	
Science	*			*	21		*	
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**

	West Randall					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	35	40	22	37	22	
Math	49	44	37	46	43	
Science	28	16	4	22	*	
History						

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

	API Rank		
	2007	2008	2009
	Statewide Rank	2	1
Similar Schools Rank	4	1	3

Results	School Increase/Decrease in API			School Growth 2010	District Growth 2010	State Growth 2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	-14	33	42	741	731	767
Ethnic Subgroups						
Hispanic or Latino	-11	25	43	736	727	715
Other Subgroups						
Economically Disadvantaged	-12	32	42	741	727	712
English Learners	3	24	40	730	703	691

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%.

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/.

**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	West Randall	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes

Physical Fitness

In the spring of each year, West Randall 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.	22.7%	35.2%	21.6%

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, West Randall Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation 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/.

Title I Program Improvement (PI) Status		
	West Randall	FUSD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	2008-09
Year in PI	Year 5	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.

School Facilities & Safety

West Randall Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1947; since that time, facilities have been modernized and new administrative offices, classrooms, a cafeteria, and a library have been added to accommodate growth in enrollment. 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	1947
Acreage	9 ac
Square Footage	60,487 sf
	Qty.
# of Permanent Classrooms	20
# of Portable Classrooms	24
# of Restrooms (student use)	3 sets & 1 unisex
Library	1
Computer Lab	2
Cafeteria	1
Student Support Center	2
Staff Lounge	1
Teacher Work Room	1

2009-10 Campus Improvement Projects

- Campus beautification Project (grass redone, plant palm trees, and repaint exterior)

Campus Supervision

As students arrive on campus each morning, supervision is outside at the front entrance area, the playground, and cafeteria to monitor student behavior and activities. During morning recess, four teachers monitor the playground areas. During lunch recess, five campus supervision aides are assigned to the cafeteria and playground. At the end of the day when students are dismissed, four teachers are assigned to strategic locations in the student pickup area, bus loading zones, and at exit areas to ensure students leave in a safe and orderly manner. A crossing guard helps students safely cross the street before and after school. West Randall 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.

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 May 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.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at West Randall 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 May 17, 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 24, 2010. Results of the inspection and corrective action taken by the district are provided in 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

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: May 17, 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 pressure at drinking fountain: 1 & 12	
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓		Trash and debris: MPR Custodial Outside, & Storage between AP/Principal.	

Overall Summary	Overall Summary of School Facility Good Repair Status			
	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.

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 intercession 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

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.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Auditorium/MPR	Windows/Doors/Gates/	Fencing has holes or is not secured properly	
Auditorium/MPR	Electrical	Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines)	
B-23	Windows/Doors/Gates/ Fences	Fence has bent or missing post or crossbars	
B-23	Roofs	Gutters, roof drains or downspouts are not intact; Missing or damaged down spout or roof drain	
B-21 & B-22	Windows/Doors/Gates/ Fences	Fencing has holes or is not secured properly	
B14 - B24	Roofs	Gutters, roof drains or downspouts are not intact	
B-21	Structural Damage	Holes in walls; Damage to stairway or ramp	
B3, B4, B5, B6, & B7	Structural Damage	Damage to exterior paint, plaster or finish	
Portable Boys Restroom	Restrooms	Restrooms are dirty and not maintained regularly; Restrooms are not stocked with paper towels	
Portable Girls Restroom	Restrooms	Restrooms are not stocked with toilet paper	
Rooms 11 & 12	Hazardous Material	Paint is peeling, chipping, or cracking	
Rooms 3 & 4	Hazardous Material	Paint is peeling, chipping, or cracking	
East Fence Line	Windows/Doors/Gates/ Fences	Fencing has holes or is not secured properly	
Boys Restroom Outside of Room 14	Restrooms	Restrooms are not stocked with soap	
Boys Restroom Outside of Room 15	Overall Cleanliness	Graffiti etched in windows/tiles	
Girls Restrooms Outside of Room 14	Electrical	Lighting covers are missing, damaged, or loose	
Girls Restrooms Outside of Room 14	Restrooms	Restrooms are not stocked with toilet paper	
B-10 & B-11	Structural Damage	Damage to exterior paint, plaster or finish	
B-10 & B-11	Roofs	Gutters, roof drains or downspouts are not intact	
Boys Restroom Outside of Room 11	Restrooms	Restrooms dirty and not maintained regularly	
Girls Restrooms Outside of Room 11	Structural Damage	Damage to exterior paint, plaster or finish	
Girls Restrooms Outside of Room 12	Restrooms	Restrooms dirty and not maintained regularly	
East Side of Restrooms by Room 4	Structural Damage	Dry rot/mold appears to undermine the structural components	
Rooms 9 & 10	Structural Damage	Damage to exterior paint, plaster or finish	
Room 10	Electrical	Exposed electrical wires with voltage present	
B-12	Structural Damage	Missing posts, beams, or supports	
North of Room K-18	Playground & School Grounds	Equipment is not functional	

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 custodians are assigned to West Randall 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 and campus supervision aides inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

Deferred Maintenance

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

Class Size Distribution Self-Contained Classes

2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	25.8	2	4	
1	19.8	9		
2	19.6	7		
3	19.9	8		
4	26.7	1	6	
5	31.2		6	
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.5	2	2	
1	17.7	6		
2	18.0	6		
3	17.2	5		
4	31.7		3	
5	32.0		3	
6	25.7		3	
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.

Discipline & Climate for Learning

West Randall Elementary School's students conduct themselves responsibly and respectfully, minimizing the need for disciplinary action or intervention. Students are guided by school rules and behavior expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others.

School staff discuss the various types of appropriate and inappropriate behavior supplemented with the range of consequences for poor choices in conduct. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavior trends when determining appropriate consequences.

At the beginning of the school year, a discipline assembly is held for each grade level; administrators discuss school rules, district All grades at grade level receive info related include sexual harassment and no bullying policies. Students are reminded of school rules and behavior expectations as needed throughout the year at parent conferences, in classroom discussions led by teachers, and in conferences with the principal.

Curriculum & Instruction

Instructional Materials

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

On October 6, 2010, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #10-57 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum.

During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open daily from 7:30 a.m. to 4:00 p.m. and staffed by a full-time library technician. The library features over 12,385 titles in English and more than 300 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Four Internet-accessible computers are available for research and Accelerated Reader testing. 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, West Randall Elementary School had a total of 200 computers. The school has two computer labs, one equipped with 20 computers and the second equipped with 36 Internet-accessible workstations which are primarily used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the math, language arts/writing, social science, and science curricula. Students use classroom and lab computers for research, Accelerated Reader, graphics presentations, and word processing.

Staff Development

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

Suspensions & Expulsions			
	West Randall		
	07-08	08-09	09-10
Suspensions (#)	46	88	42
Suspensions (%)	7.64%	12.98%	5.87%
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.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students demonstrating good behavior are immediately rewarded with Bulldog tickets issued by any school staff member. Students deposit earned tickets into weekly prize drawings; one Bulldog ticket is pulled per classroom. Academic achievements are honored at end-of-trimester awards assemblies; certificates are issued for perfect attendance, academic achievement, good citizenship, Honor Roll, and Principal's Honor Roll. Students who have maintained a perfect attendance record for the entire school year are presented with a trophy. At the end of the year, the sixth grade promotion ceremony brings staff and parents together to celebrate students' efforts and the transition to middle school.

Students work as a team each week to gain the highest classroom attendance record; the winning class is congratulated each Friday over the intercom system and receives the traveling attendance trophy for the week (one trophy for each grade level).

After-school programs and clubs feature fun activities that promote academic enrichment and support. West Randall Elementary School sponsors a Computer Club for students interested in technology. The after-school Homework Club offers a quiet, supportive environment to complete homework assignments independently or with assistance from certificated teachers. The city parks and recreation department hosts the Fontana After School Program on campus which offers a supervised, structured environment for after-school activities.

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

Staff Development Days Three-Year Trend

2006-07	2007-08	2008-09
3	3	3

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

- Thinking Maps
- SPARK (physical education curriculum)
- Elementary Symposium

As a supplement to district-sponsored professional development days, West Randall Elementary offers grade level collaboration 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:

- 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
- Response to Intervention
- Professional Learning Communities

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:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy
- Response to Intervention (RtI)
- PLC
- DIBELS
- SMART Tech

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive

specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Professional Staff

Teacher Assignment

For the 2009-10 school year, West Randall Elementary School had 27 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/>.

Teacher Credentials & Assignments

	West Randall				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	29	33	27		1869	1898	1608	
Teachers with Full Credential	26	31	27		1764	1816	1584	
Teachers without Full Credential	3	2	0		105	82	24	
Teachers in Alternative Routes to Certification	2	2	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	1	1		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
West Randall	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%

Counseling & Support Services Staff

West Randall 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 Success 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.

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

	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.2
LSH Aide	1	0.2

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

Teacher Education Levels

	2009-10	
	West Randall	FUSD
	%	%
Doctorate	3.2	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	35.5	37.5
Bachelor's Degree plus 30 or more semester hours	51.6	52.1
Bachelor's Degree	9.7	7.0
Less than a Bachelor's Degree	0.0	0.0

and special education experts to meet the unique needs of each child based upon their IEP. West Randall 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 West Randall 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 West Randall Elementary School's SARC and access the Internet at any of the county's public libraries. The closest library to West Randall 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.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Expenditures Per Student

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

Current Expense of Education per Pupil 2008-09					
Expenditures Per Pupil	Dollars Spent per Student				
	West Randall	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,632	\$6,037	93.3%	N/A	N/A
Restricted (Supplemental)	\$1,386	\$1,650	84.0%	N/A	N/A
Unrestricted (Basic)	\$4,246	\$4,387	96.8%	\$5,681	74.7%
Average Teacher Salary	\$58,865	\$61,647	95.5%	\$68,179	86.3%

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