

Fontana Unified School District

Date Elementary School

2000-2001 Annual School Report Card



To graduate all students prepared to succeed in a changing world.

Date Elementary School

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Preschool - Fifth Grade
Armine Der-Karabetian, Ed.D.
Principal

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Board of Education

Laura Abernathy-Mancha,
Board President

D. Wayne Ruble, Ed.D., Board Clerk

Kathy Binks, Board Member

Gus Hawthorn, Board Member

Rick McClure, Board Member

District Administration

Karen J. Harshman, Ed.D.
Superintendent of Schools

Emmanuel J. D'Souza
Associate Superintendent, Business

Francesca Mazzolini
Associate Superintendent, Education

Patricia J. Peoples, Ed.D.
Associate Superintendent, Human
Resources

A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

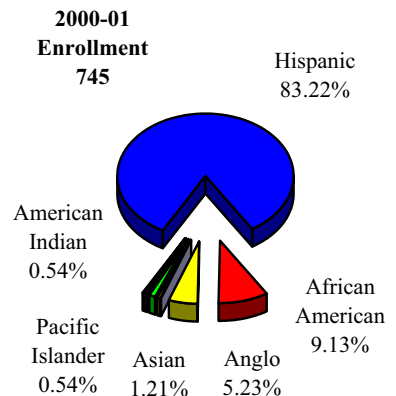
Karen J. Harshman, Ed.D.
Superintendent of Schools

School Mission

Our mission is to provide the physical, emotional, intellectual and moral foundation for students to be successful in a diverse community. Through innovative teaching we will foster responsibility, teamwork and recognition of excellence and strive to provide a caring and safe environment. We hold all who enter Date Elementary campus to the highest academic standards, quality work, positive attitude and exemplary effort to achieve their potential.

School Profile

Date Elementary School is a multi-track, year-round school serving 745 students in kindergarten through grade 5, and 52 preschool students. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Date Elementary is dedicated to ensuring the academic success of every student and providing a safe, nurturing, rigorous and relevant educational experience.



Discipline & Climate for Learning

Date Elementary School provides an orderly, safe, and nurturing learning environment. Our school follows a firm but fair disciplinary plan established by our Safe School Committee which is consistent with federal and state law as well as our local board of education policy regarding student discipline. Appropriate behavior is reinforced on a regular basis through a recognition and reward program. A copy of the parent handbook and a student handbook for grades 3 through 5 is given out each year. This helps our school maintain an environment where students, parents, staff and community members communicate in a manner that is respectful to people from all cultural, racial and religious backgrounds.

Regular attendance at Date Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Punctuality and promptness are continuously reinforced. The students of Date Elementary are expected to be in their seats and ready for instruction at the designated time. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Date Ele-

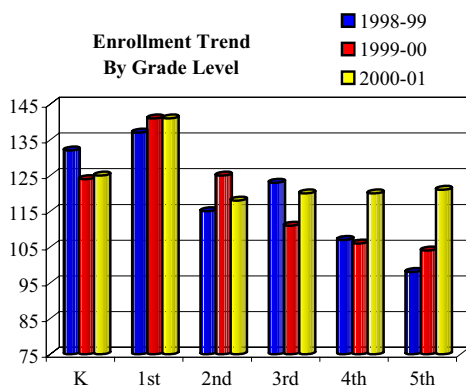
mentary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Date Elementary were 94.55% and 95.12%, respectively.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective.

	Date Elementary			All Fontana Elementary Schools		
	99	00	01	99	00	01
	Suspensions (#)	32	34	38	738	439
Suspensions (%)	4.3	4.8	5.3	4.1	2.4	3.6
Expulsions (#)	0	0	0	0	3	4
Expulsions (%)	0.0	0.0	0.0	0.00	0.02	0.02

School Attendance

Student enrollment over the past three years at Date Elementary has increased by 4.6%. Schoolwide enrollment at the beginning of the 2000-01 school year was 745 students in kindergarten through grade 5, and 52 preschool students.



Class Size

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

Average Class Size	Classrooms containing											
	1-20 Students			21-32 Students			33+ Students					
	99	00	01	99	00	01	99	00	01			
Kind.	25	20	20	1	6	6	5	-	-	2	-	-
1st	19	19	18	6	7	7	-	-	-	-	-	-
2nd	19	18	21	5	6	6	-	-	1	-	-	-
3rd	18	20	20	6	5	6	-	-	-	-	-	-
4th	32	28	30	-	-	-	3	3	3	-	-	-
5th	29	32	30	-	-	-	3	2	4	-	1	-
K-3rd	19	20	*	3	1	-	-	-	-	-	-	-
3rd-4th	*	20	*	-	1	-	-	-	-	-	-	-
4th-5th	32	31	*	-	-	-	1	1	-	-	-	-

- No classrooms containing specified number of students.
* No combined classrooms

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Date Elementary either met or exceeded state requirements. Date Elementary provides instruction for Kindergarten - Fifth Grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher. Fontana Unified School District's curriculum focus is on language arts and mathematics, and students receive ten hours of instruction in each of these areas per week. Students receive instruction in science, social science, art, and physical education in the remaining time. Students in grades four and five receive additional specialized instruction in the areas of science, music, and physical education by appropriately credentialed teachers.

	Minutes Required	Average Minutes Tracks 1-4
K	36,000	36,050
1st	50,400	53,330
2nd	50,400	53,330
3rd	50,400	53,330
4th	54,000	54,650
5th	54,000	54,650

Minimum Days

For the 2000-01 school year, Date Elementary offered 175 days of instruction. Date Elementary is a multi-track, year-round school. According to the California Education Code Section 37670.a, a school district with year-round schools may operate a program for as few as 163 days in each fiscal year as long as the instructional time meets California's grade level requirement. Date Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

	Regular Days	Minimum Days
Track 1	131	44
Track 2	131	44
Track 3	133	42
Track 4	133	42

Textbooks & Instructional Materials

Date Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with textbooks for classroom use. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Council standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year, the district received state instructional materials funding for the purchase of textbooks and supplementary materials. New textbooks and supplementary materials were purchased for language arts:

2000-01 Textbook Adoptions		
Subject		Grade
Adoption Year	Publisher/Series	Levels
Language Arts	SRA/McGraw-Hill	K-3
1999/00	Open Court Reading	

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. At Date, 4th and 5th grade students are also provided with computer-assisted instruction using the Accelerated Reader and Accelerated Math programs.

School Facilities & Safety

Date Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1997 and are all up-to-date and provide adequate space for students and staff.

At Date, every effort is made to ensure that classrooms, restrooms, and campus grounds are kept clean and safe. Employees from the Fontana Unified School District prioritize and complete repairs of all facilities. They also remove graffiti prior to the start of school each day. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Date Elementary has 1 day custodian and 2 night custodian who maintain the general cleanliness and repair of the campus.

Safety of students and staff is a primary concern of Date Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools' Committee and the Office of Child Wel-

fare and Attendance to comply with Senate Bill 187 of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Fall of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

Counseling & Other Support Services

It is the goal of Date Elementary to assist students in their social and personal development as well as academics. The district and school provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services.

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. A psychologist and counselor are devoted to helping students deal with problems and assisting them to reach positive goals.

	Number		Availability
	of Staff	FTE	Days Per Week
Counselor	1	1	5
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.2	1

**FTE = Full-Time Equivalent*

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Date Elementary works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

Student Achievement & Testing

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

District Language Arts and Math Assessments were given to students in kindergarten through fifth grade. During the 2000-01 school year, Language Arts assessments were given three times, and Math assessments were given four times. These were curriculum embedded tests, developed by the district, which were written to align 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 pinpoint at-risk students. The district and school then utilized various intervention programs for students who were below grade level.

Standardized State Testing

Date Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

SAT-9 Results 1999, 2000, 2001 % At or Above National Average												
All Students Grade	Reading											
	2			3			4			5		
Year Ending	99	00	01	99	00	01	99	00	01	99	00	01
Date Elementary	16	13	30	9	14	22	9	12	18	18	12	13
Fontana USD	24	24	29	21	24	24	21	23	26	22	21	24
California	44	49	51	41	44	46	41	45	47	42	44	45
All Students Grade	Math											
	2			3			4			5		
Year Ending	99	00	01	99	00	01	99	00	01	99	00	01
Date Elementary	29	20	43	25	30	31	19	26	21	19	32	31
Fontana USD	33	36	42	32	38	45	27	31	39	24	30	38
California	49	57	58	48	56	59	44	51	54	45	50	54

Physical Fitness

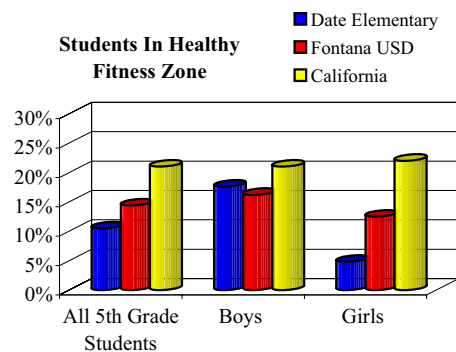
In the spring of each year, Date Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile								
Gender	Reading				Math			
	2	3	4	5	2	3	4	5
Male	30	24	18	12	42	38	28	27
Female	29	20	18	13	44	25	15	34
Ethnicity								
African American	*	*	*	8	*	0	0	25
Hispanic	29	21	16	10	40	34	21	31
Language Fluency								
English Learner (EL)	22	16	8	4	33	30	11	19
Non EL	38	33	30	21	54	33	33	41
Socioeconomic Status								
SED	30	21	18	13	43	31	21	30
Non SED	25	33	17	8	41	33	20	33
Migrant Education	No Data Reported							

SED = Socioeconomically Disadvantaged.
*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001				
All Students	English/Language Arts			
	2	3	4	5
Date Elementary	18	10	5	4
Fontana USD	13	12	14	11
California	32	30	33	28
Subgroups				
Gender				
Male	19	7	5	2
Female	16	12	6	5
Ethnicity	Data currently unavailable			
Language Fluency				
English Learners (EL)	8	5	2	0
Non EL	27	18	9	7
Migrant Education	Data currently unavailable			
Socioeconomic Status				
SED	18	8	5	4
Non SED	13	25	8	0

SED = Socioeconomically Disadvantaged.



The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Date Elementary qualified to participate in the 1999-00 and 2000-01 Governor's Performance Award programs which allocate up to \$150 per pupil for schoolwide use.

API School Results					
All Students	Base		Growth		
	99	00	99	00	00
Percent Tested	100	96	Percent Tested	96	100
API Score	429	460	API Growth Score	460	519
Growth Target	19	17	Actual Growth	31	59
Statewide Rank	1	1	Eligible for Awards	Yes	Yes
Similar Schools Rank	5	2	Eligible for II/USP	No	No
Subgroups					
Hispanic or Latino					
Base API Score	427	463	API Growth Score	463	519
Growth Target	15	14	Actual Growth	36	56
Socioeconomically Disadvantaged					
Base API Score	390	455	API Growth Score	455	517
Growth Target	15	14	Actual Growth	65	62

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Date Elementary had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99	00	01
Fully Credentialed	31	28	26
Emergency Credentials	11	9	7
Waiver	7	3	3
Total Teachers	49	40	36
Working Outside Subject	0	0	0
Average Years Teaching	5.7	6.0	6.6
Average Years in District	4.7	5.3	5.9

Date Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 39 employees: 35.9 percent with 30+ additional units beyond their bachelor's degree and 25.7 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff at Date Elementary had the option to participate in three staff development days each year during the 2000-01, 1999-00, and 1998-99 school years.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.

Training & Curriculum Improvement

All training and staff development at Date Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The implementation and improvement of Date Elementary's curriculum is an ongoing process. The district's curriculum guides are updated regularly by district-level teacher committees to ensure alignment of the curriculum with state standards, district goals, and the statewide assessment program.

In 2000-01, Fontana Unified School District developed and adopted a standards-based report card. As all curriculum at elementary schools is aligned with the state standards, the standards-based report card gives parents a clear message about how their children are performing in relation to the state standards. The card defines subject areas by curriculum and content standards. Numerical levels are used to indicate the child's level of performance in each standards area, in addition to an overall letter grade. Work habits and social skills are graded in a separate section.

A districtwide Adoption Committee consisting of parents, teachers and administrators is responsible for evaluating and selecting new textbooks and developing curriculum based on the textbook selections. Approximately two teachers from each elementary school in the district field test new textbooks and write the corresponding curriculum. In 2000-01, the Open Court Reading program was implemented for grades kindergarten through third. The district offered teacher training through literacy camps and staff development days for this new program.

Date Elementary implemented the Fast ForWord language development program in 2000-01 to help low performing students develop better language skills. Fast ForWord, created by the Scientific Learning Corporation, rapidly builds oral language skills by retraining the brain to discriminate sounds and process language more rapidly.

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Date Elementary teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers.

For the 2001-02 school year, staff at Date Elementary will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The

IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Each school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates the student's overall progress through the program.

Quality of Instruction & Leadership

Leadership at Date Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Date Elementary's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student*		
1999-00		
Statewide Average		
	All Unified Districts	All Districts
Fontana USD	\$5,542	\$5,705
	\$5,758	

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district

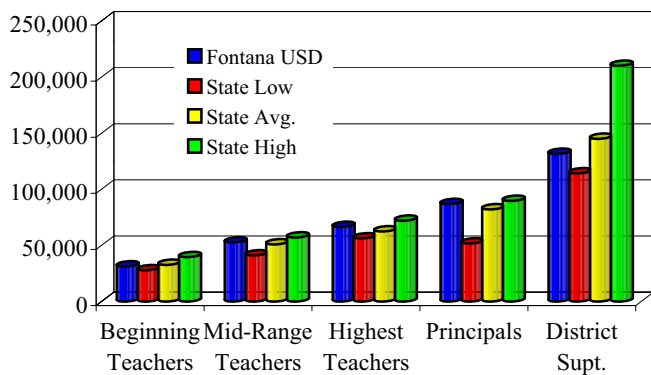
received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Joint Training Partnership Act
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Tenth Grade Counseling
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

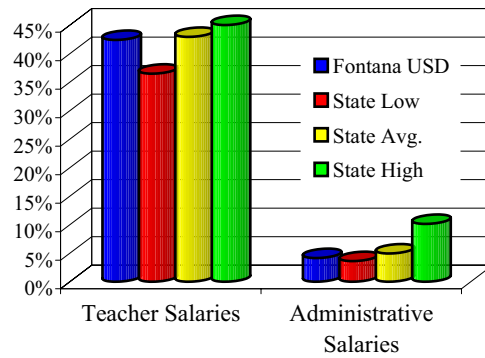
Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Percentage of Budget
Teachers and Administrative Salaries
1999-00**



Contact Information

Parents who wish to participate in Date Elementary's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (909) 357-5240.

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