

DOROTHY GRANT ELEMENTARY SCHOOL

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006. In some areas of this report, three years of data are required for disclosure. Since Dorothy Grant Elementary School's first year of operation was 2004-05, required statistical data from 2002-03 and 2003-04 is not included in this report.

Parent Involvement

Parents are encouraged to get involved in Dorothy Grant Elementary's learning community by volunteering in the classroom, attending school events, or sharing in the decision-making process. Three times a year Dorothy Grant Elementary sponsors a Community Night based on a specific theme; 2004-05 events covered a literacy workshop, a technology workshop, and a school carnival. School events provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, English Language Advisory Council, and Title I Committee provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in both English and Spanish. The monthly school newsletter (written and prepared by students) includes pertinent information about school activities and programs, special announcements, a message from the principal, and educational-related articles. School staff will send personalized letters home to parents to address individual concerns. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The school marquee features current events announcements

and reminders. Dorothy Grant Elementary's website features the school schedule, teacher websites, online library access, and some historical facts. Parents seeking more information about getting involved in the school community may contact the principal's administrative assistant at (909) 357-5540.

School Profile

Dorothy Grant Elementary School is the district's newest elementary school, opening its doors in August 2004 and named after a prominent, nationally renowned civil rights leader still residing in the San Bernardino Valley. The school follows a single-track, year-round schedule and served 528 students in kindergarten through fifth grade. 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 and requires parents to help out in classes.

Dorothy Grant Elementary is a community school located in the middle of a residential neighborhood where most students walk to school. The level of parent and community involvement is phenomenal.

Highly experienced, dedicated staff include National Board Certified Teachers who have proven to be effective in the classroom and provide a strong technological backbone

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.

to the school's institutional programs. The use of technology is strongly emphasized throughout the curriculum and used as a tool to enhance class lessons. Each teacher has a laptop and every classroom has a computer lab and LCD projector to expand instructional resources beyond the traditional textbook.

Student Achievement

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

District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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. Fontana Unified School District and Dorothy Grant Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

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.

Standardized State Assessments

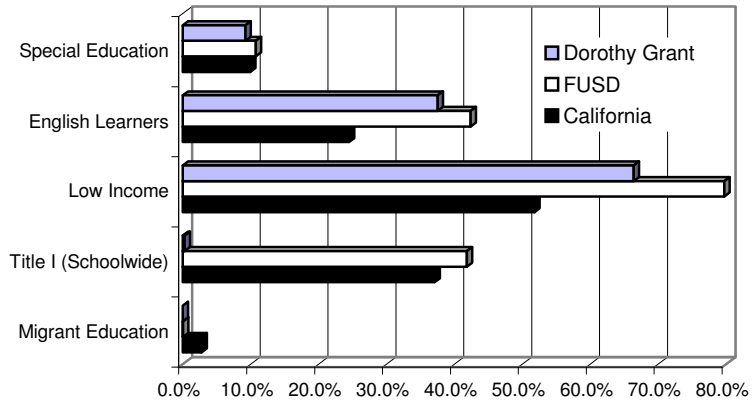
Students at Dorothy Grant Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

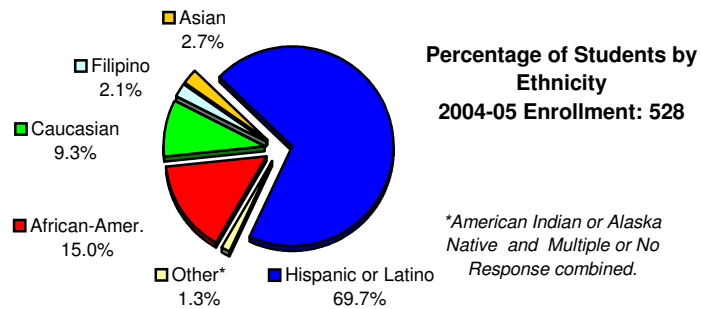
CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



District-Administered Assessments

Grade	2004-05					
	K	1	2	3	4	5
Reading	79%	52%	41%	57%	8%	13%
Math	82%	80%	83%	87%	36%	19%
Writing	N/A	45%	38%	47%	39%	33%

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Dorothy Grant		FUSD		California		
	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	30	29	29	27	43	43	41
Math	54	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

2004-05

Dorothy Grant

	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Reading	17				35	
Math	39				53		*

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Dorothy Grant					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	35	25	33	27	*	
Math	60	46	52	43	*	

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

	Dorothy Grant		FUSD		California		
	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	35	18	20	25	35	36	40
Math	47	24	23	26	35	34	38
Science	14	11	9	11	27	25	27
History		15	16	18	28	29	32

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

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

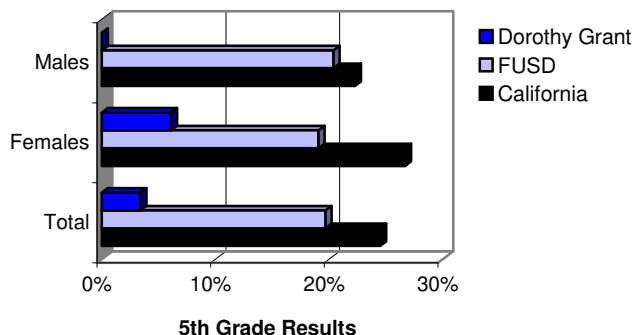
	Dorothy Grant						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	28		*		33		50
Math	32		*		46		59
Science	0		*		10		45
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

	Dorothy Grant					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	32	38	20	31	9	
Math	50	44	38	43	6	
Science	14	14	12	11	0	
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

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. All school districts in the State of California are required to report their CST results in comparison to the state average.

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/>.

Physical Fitness

In the spring of each year, Dorothy Grant Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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 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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as “numerically significant subgroups,” that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A “Yes” in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. “No” means the school or subgroup was below the proficiency/participation targets. Dorothy Grant Elementary School met all 2005 AYP criteria and therefore did not qualify for Title I Program Improvement.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

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/.

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

Academic Performance Index (API)			
API Base		API Growth	
	2004		From 2004 to 2005
Percent Tested	*	Percent Tested	99
API Base Score	*	API Growth Score	739
Growth Target	*	Actual Growth	*
Statewide Rank	*	Eligible for GPA	Unfunded
Similar Schools Rank	*	Eligible for II/USP	Unfunded

API Significant Subgroup Results			
Hispanic or Latino			
	2004		From 2004 to 2005
API Base Score	*	API Growth Score	729
Growth Target	*	Actual Growth	*
Socioeconomically Disadvantaged			
API Base Score	*	API Growth Score	717
Growth Target	*	Actual Growth	*

Dorothy Grant Elementary did not have a valid 2004 API Base since its base information is based upon its first administration of state assessments, which was in the spring of 2005. Therefore, growth and target information were not calculated. Dorothy Grant Elementary's results for its first API cycle will be available in October 2006.

	Adequate Yearly Progress (AYP)			
	Dorothy Grant		FUSD	
	04-05	02-03	03-04	04-05
Overall School Results	Yes	No	No	No
	Subgroup Results			
	Dorothy Grant		FUSD	
	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes
African-Amer.	Yes	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	Yes	Yes	Yes
Asian	N/A	Yes	Yes	Yes
Filipino	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes
Pacific Islander	N/A	Yes	Yes	N/A
Caucasian	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
English Learners	Yes	No	Yes	No
Special Education	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Dorothy Grant
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

funds to help those students who meet specific program criteria. In 2004-05, Dorothy Grant Elementary 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/.

School Facilities & Safety

Dorothy Grant Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were newly completed and first opened in the 2004-05 school year. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff. The school's garden, featuring a beautiful waterfall, is fully cared for by the students.

Campus Supervision

Each morning before school starts, many staff members share supervisory duties and greet students as they arrive on campus. Two noon aide director pedestrian and vehicle traffic; two noon aides are stationed on the playground; teachers are in front of the school and in the playground and quad areas; and the principal supervises activities in front of the school. During recess, noon aides and one teacher are on the playground to ensure students play safely. At lunch time, three noon aides monitor cafeteria and playground activities while a fourth noon aide circulates between the cafeteria and playground areas. When students are dismissed for the day, teachers escort their students to the designated exit areas, two noon aides direct traffic, and the principal circulates exit and school-front areas to ensure students depart in a safe and orderly manner. Dorothy Grant Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Description

Year Built	2004
Acreage	10 ac
	Qty.
# of Permanent Classrooms	28
# of Restrooms (student use)	6 sets
Enrichment Room	1
Library	1
Computer Lab	1
Speech Therapy Room	1
RSP Room	1
Teacher Computer Room	1
Parent Waiting Room	1
Student Garden with Waterfall	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

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 December 2005. 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.

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. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests 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, one full-time evening custodian, and one part-time evening custodian are assigned to Dorothy Grant Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and the principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked a minimum of four times per day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Dorothy Grant Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 15, 2005; no emergency repairs were needed and no unsafe conditions were found.

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 2004-05 school year, Dorothy Grant Elementary did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Students at Dorothy Grant Elementary are guided by school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are administered by class teachers for minor infractions. Students who continue making poor choices in conduct are referred to school administrators for more serious consequences and parent conferences. Administrators take into consideration the nature of the situation and past behavioral trends when addressing consequences and positive behavior strategies.

At the beginning of the school year, school rules and behavioral expectations are provided in a student handbook and a separate parent handbook. The principal conducts discipline assemblies during the first few weeks of school to share district policies, discuss appropriate behavior, and explain consequences for poor behavior. Students are reminded of their individual responsibilities in maintaining good citizenship at the beginning of each trimester and in classroom presentations given by the principal when necessary.

Responsible students may be recommended to be a Bernie volunteer. The school counselor provides training to participating students on how to resolve minor social conflicts that may occur on the playground.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Bernie Bucks are earned by students who demonstrate

School Site Inspection	
Most Recent Inspection: February 15, 2005	
Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

100% of restrooms fully operational during the 2004-05 school year.

Suspensions & Expulsions

Dorothy Grant	
04-05	
Suspensions (#)	66
Suspensions (%)	12.50%
Expulsions (#)	0
Expulsions (%)	0.00%
FUSD Elementary Schools	
04-05	
Suspensions (#)	1107
Suspensions (%)	5.37%
Expulsions (#)	14
Expulsions (%)	0.07%

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.

good citizenship and for random incentive programs such as maintaining 100% attendance during testing weeks. Every Friday, students who have earned Bernie Bucks may deposit their "bucks" into the school drawing for special prizes and verbal recognition over the school intercom system. Students achieving outstanding efforts in academics, attendance, and citizenship are recognized at awards assemblies at the end of each trimester. On a monthly basis, each teacher selects one student in their class who has shown improvement, completed homework assignments, performed good deeds, or deserves recognition for a specific reason. Selected students are invited to a luncheon with the principal.

After-school programs feature fun activities that promote fitness, academic enrichment, and community services. The Garden Club, pottery classes, cooking classes, newsletter/website publishing activities, and Bernie Volunteers are supervised by certificated teachers and parents.

Instructional Time

During the 2004-05 school year, all instructional time offered at Dorothy Grant Elementary exceeded state requirements. For the 2004-05 school year, Dorothy Grant Elementary offered 180 days of instruction comprised of 137 regular days and 43 minimum days. Dorothy Grant Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	*	36,000
1-3	*	50,400
4-5	*	54,000

**Data not available at the time this report was published.*

Class Size

Dorothy Grant Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the

2004-05 school year, 100% of Dorothy Grant Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2004-05
K	100%
1	100%
2	100%
3	100%

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

Grade	Avg. Class Size	2004-05 Number of Classrooms		
		1-20	21-32	33+
K	21.0	2	2	
1	18.0	5		
2	18.8	4		
3	16.8	5		
4	33.0			3
5	28.3		3	

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Dorothy Grant Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2004-05 school year, Dorothy Grant Elementary held three staff development days that focused on:

- Extended Learning Using Open Court; Focus on Use of Concept/Question Board, Inquiry & Workshop Activities
- Writing Process and Open Court; Focus on Use of Technology and Graphic Organizers to Enhance Writing Instruction
- Math: Beyond Paper and Pencil; Focus on Use of Hands-on Materials & Technology

Fontana Unified School District offers support to new and veteran teachers as well as interns,

pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Dorothy Grant Elementary's principal works closely with the leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Kenneth Decroo is responsible for overall school operations and instructional programs.

Mr. Decroo has been in the educational field for over 22 years, serving the Fontana Unified School District for the most recent 10 years, and principal of Dorothy Grant Elementary since the beginning of the 2005-06 school year. Mr. Decroo has an impressive background in providing staff development training on the Marzano Strategies and teaching the master's program in technology at Cal State San Bernardino. Principal Decroo holds a master's degree in anthropology, a second master's degree in instructional technology, a third master's degree in educational leadership, and a bachelor's degree in anthropology. Professional credentials include a Tier I and Tier II administrative credential and completion of AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, designated teacher representatives from each grade level, Title I teacher, technology aide, and librarian. The Leadership Team meets once a month to make decisions on school issues, discuss methods and resources to improve instruction, discuss expenditures, evaluate staff development activities focusing on technology in a standards-based curriculum and the Marzano Strategies, and serve as a liaison between administration and teaching staff.

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 September 29, 2005, the Fontana Unified School District 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 No. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Library Resources

The school library is open from 7:30 a.m. to 4:00 p.m. and is staffed by a full-time librarian. The library features 6,690 titles in English and 143 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and books on tape. Six Internet-accessible computers are available for research activities. 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

Dorothy Grant Elementary has an average of five computers in each fourth and fifth grade classroom and an average of three computers in each of the lower grade classes. Students use classroom computers for research and reinforcement of weekly class lessons. The school's computer lab houses 34 Internet-accessible workstations and is used for whole class instruction to reinforce class instruction. Two mobile labs each have 16 laptops with wireless access to the school's network and Internet. Mobile labs are used for special classroom projects. Each teacher determines the method to integrate technology into their students' curriculum. Most computers are equipped with Kidspiration® (literacy and comprehension), HyperStudio (graphics and publishing), and video streaming software. Dorothy Grant Elementary provides state-of-the-art tools for students to be producers of technology rather than users.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Dorothy Grant Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special education teacher and one special education aide who provide full-day instruction in a special day class. One resource specialist teacher and two resource specialist aides provide small group and individual instruction in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Based upon CELDT results, students are grouped into one of five language fluency levels (level 1 is beginning level of language proficiency and level 5 is advanced English skills). Four days a week, students are grouped by language level to receive 35 minutes of English Language Development (ELD) instruction by certificated staff and bilingual aides as a supplement to regular language arts instruction; ELD instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. Three bilingual aides provide small group and individualized instruction in the EL students' classrooms and outside the general education class. Bilingual aides coordinate with each student's teacher to provide instructional support to meet language needs and reinforce class lessons. English Language Development (ELD) instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

The Gifted and Talented Education (GATE) program is evolving at Dorothy Grant Elementary for students in third, fourth, and fifth grade who qualify for program participation through district testing. GATE students receive differentiated instruction from their general education teachers.

Dorothy Grant Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- After-school Tutoring: teachers provide individualized tutoring based on the instructional needs of their students. Teachers recommend students for participation; tutoring is available for 60 minutes a day, four days a week.

- After-school Intervention: students having difficulty in any of the content areas may be referred by their teachers. Instruction is provided for two hours a day, two days a week.

- Student Ambassadors: responsible students who have had no referrals are trained after-school to read with students in lower grade levels during school hours.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Dorothy Grant Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available, 1) the Title I teacher will fill the role of the substitute or 2) the absent teacher's class is divided and students are placed in another class within the same grade level.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Dorothy Grant Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

**Counselors & Support Personnel
(Nonteaching Professional Staff)
2004-05**

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.5
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH Therapist	1	0.4
LSH Aide	1	0.3

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

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. Dorothy Grant Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Assignment

For the 2004-05 school year, Dorothy Grant Elementary had 25 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Dorothy Grant	88.0
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

**Teacher Education Levels
2004-05**

	Dorothy Grant %	FUSD %
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	53.9	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	30.8	48.6
Bachelor's Degree	11.5	14.3
Less than a Bachelor's Degree	3.9	0.7

Teacher Credentials & Assignments

	Dorothy Grant		FUSD	
	04-05	02-03	03-04	04-05
Total Teachers	26	1818	1780	1911
Teachers with Full Credential	25	1603	1635	1771
Teachers in Alternative Routes to Certification	0	120	63	168
Pre-Internship	0	129	47	9
Teachers with Emergency Permits	1	261	56	34
Teachers with Waivers	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	35	60
Teacher Misassignments - Total	0	N/A	**	73
Other Misassignments of Certificated Staff	0	N/A	45	15
Teacher Misassignments for English Learners	0	N/A	1404*	58
Teacher Vacancies	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table 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.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- 21st Century
- Class Size Reduction
- Comprehensive School Reform
- Early Intervention
- Gifted & Talented Education
- High Priority Schools
- Instructional Materials
- Parent Education
- Peer Assistance & Review
- Reading First
- School Improvement
- School Safety
- Smaller Learning Communities
- Special Education
- Staff Development
- State & Federal Preschool
- Supplemental Technology
- Title I, III, & V
- Tobacco Use Prevention

Salary Comparison

	2003-04	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05			
Dollars Spent per Student			
Total Expenditures	FUSD	State Average for Districts in Same Category	
		State Average for All Districts	
\$276,314,885	\$6,840	\$7,172	\$7,127