

## FONTANA UNIFIED SCHOOL DISTRICT

# MANGO ELEMENTARY SCHOOL

District Office  
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Fontana, CA 92335  
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www.fusd.net



Grades PreK-5  
Sara Najarro, Principal  
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(909) 357-5660 - FAX (909) 357-5669

A 2005-06 California  
Distinguished School

## 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.*

### Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about the Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Mango Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Mango Elementary School believes that cooperation between school and community is imperative, and this is reflected in our school mission statement:

*The Mango School Community is dedicated to providing a safe and positive environment where all students become effective communicators, creative problem solvers, and healthy, compassionate, responsible citizens.*

### Parent Involvement

Parents are encouraged to get involved in Mango Elementary's learning community by volunteering in the classroom, attending school events, sharing in the decision-making process, or taking advantage of parent education activities. Events such as Back to School Night, Open House, and PJ Night provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, Student Intervention Teams, Parent Liaison Team, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parent Success Study Groups are held after school by teachers in each grade level; teachers tutor parents on subject materials so they can help their child at home. The Reading Club is a parent-run group that meets once a week; the club encourages parents and their children to attend and participate in activities designed to promote reading.

School-to-home communication takes place through the bimonthly school newsletter which features a message from the principal, articles from the counselors, student recognition announcements, study aides and tips, and a list of upcoming events. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. At the beginning of each a month, a student calendar is sent home with students. Parents seeking

### 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.

more information how to be an active member of the school community may contact the school office at (909) 357-5660.

## School Profile

Mango Elementary School is a single-track, year-round school serving 653 students in kindergarten through fifth grade. The school's preschool program is open to eligible 3-5 year olds and offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Mango Elementary was honored to receive the 2004-05 SPARC Academy Recognition Award from the California Counselor Leadership Academy in recognition of the school's exemplary counseling program. (SPARC is the acronym for Support Personnel Accountability Report Card.) Every staff member and parent volunteer is dedicated to ensuring the academic success of all students in a safe and comprehensive educational experience.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Mango 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 Mango Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

### California English Language Development Test

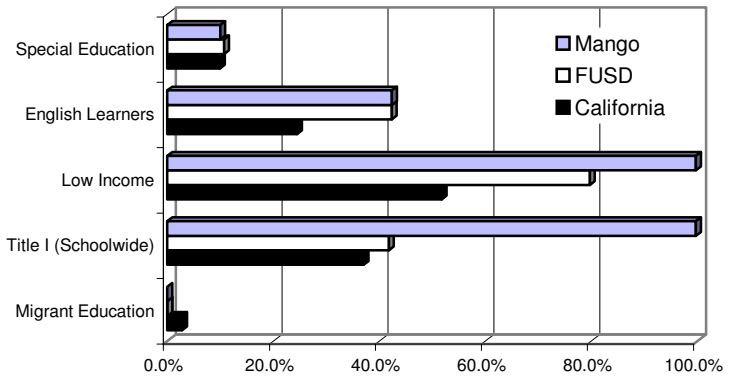
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

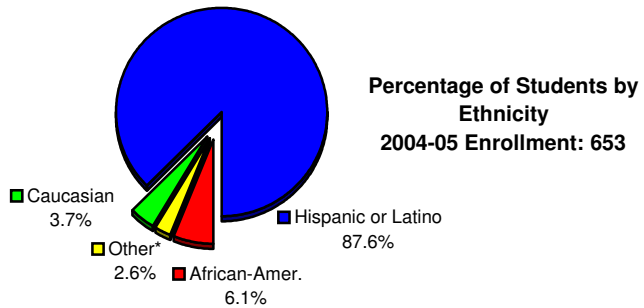
Students at Mango Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took 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/>.

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



Source: STAR testing enrollment



\*American Indian or Alaskan Native, Filipino, Pacific Islander, Asian and Multiple or No Response combined.

District-Administered Assessments					
2002-03					
Grade	K	1	2	3	4
Reading	N/A	N/A	N/A	N/A	N/A
Math	80%	62%	86%	61%	55%
Writing	N/A	59%	59%	46%	20%
2003-04					
Grade	K	1	2	3	4
Reading	58%	51%	28%	22%	18%
Math	90%	66%	75%	63%	46%
Writing	N/A	51%	64%	61%	23%
2004-05					
Grade	K	1	2	3	4
Reading	55%	18%	50%	47%	37%
Math	93%	64%	69%	78%	55%
Writing	N/A	43%	53%	44%	62%

### CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Mango			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	29	34	22	29	29	27	43	43	41
Math	47	55	51	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

	Mango						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*				21		*
Math	*				51		*

\*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**

	Mango					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	20	23	21	22	*	
Math	48	53	49	51	*	

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

	Mango			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	23	27	35	18	20	25	35	36	40
Math	40	44	46	24	23	26	35	34	38
Science		16	11	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**

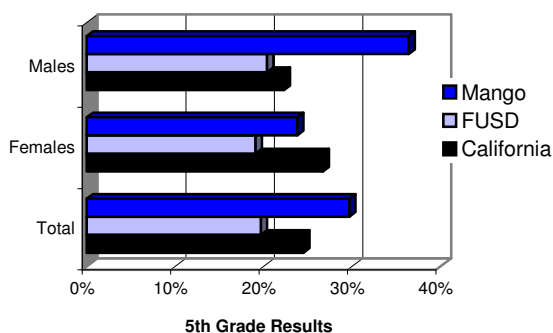
	Mango						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	41	*	*		34	*	44
Math	29	*	*		48	*	39
Science	21				8		*
History							

*\*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**

	Mango					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	29	40	23	35	10	
Math	46	46	40	46	14	
Science	13	10	0	11	*	
History						

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



**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 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, Mango 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. Mango Elementary School met all 2005 AYP criteria and therefore is did not required to enter Title I Program Improvement status.

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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### 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

Academic Performance Index (API)										
API Base				API Growth						
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005			
Percent Tested	100	99	99	Percent Tested	99	99	100			
API Base Score	652	700	723	API Growth Score	697	724	741			
Growth Target	7	5	4	Actual Growth	45	24	18			
Statewide Rank	4	4	5	Eligible for GPA	N/A	Unfunded	Unfunded			
Similar Schools Rank	6	8	9	Eligible for II/USP	Unfunded	Unfunded	Unfunded			

API Significant Subgroup Results										
Hispanic or Latino										
API Base Score	646	693	720	API Growth Score	691	720	740			
Growth Target	6	4	3	Actual Growth	45	27	20			
Socioeconomically Disadvantaged										
API Base Score	635	684	719	API Growth Score	681	720	741			
Growth Target	6	4	3	Actual Growth	46	36	22			

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

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 2004-05, Mango 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/](http://www.cde.ca.gov/ta/ay/).

## School Facilities & Safety

Mango Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1992; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1992
Acreage	10 ac
Square Footage	56,137
	Qty.
# of Permanent Classrooms	23
# of Portable Classrooms	12
# of Restrooms (student use)	4 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

### Campus Supervision

Breakfast is available each morning in the cafeteria before school starts and is supervised by two noon aides. At 7:30 a.m. when the campus is open for students arriving to school, two noon aides and four teachers share supervision of students on the playground and at the front entrance areas of the school. During recess, noon aides and teachers are on the playground to ensure students play safely. At lunch time, two noon aides are stationed in the cafeteria and three noon aides are stationed on the playground to monitor student activities. When students are dismissed for the day, all teachers escort their classes to the bus and student pickup areas to ensure a safe and orderly departure. Mango Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed in April 2005, and then updated and approved by the School Site Council in September 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.

### 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 principal for review. Upon approval, the principal forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Mango 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 principal and day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked for cleanliness in the morning, afternoon, and as needed throughout the day. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects Mango 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, 2006.

School Site Inspection		
Most Recent Inspection: February 15, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	No	Repair HVAC condensation on designated units
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	Repair/repaint walls in designated areas Replace stained/damaged ceiling tiles in designated buildings/rooms Repair/replace worn and damaged carpet and tile in identified areas
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	No	Specified buildings require roof maintenance to correct leaks; Portable classrooms: repair roof seams/joints to prevent leaking
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Replace damaged lens covers
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.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department. A detailed summary of the inspection report can be obtained from the district office.

### 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, Mango Elementary did not receive or require deferred maintenance funds for campus upkeep.

## Classroom Environment

### Discipline & Climate for Learning

Students at Mango Elementary are guided by school rules and behavioral expectations established by the Fontana Unified School District. The goal of Mango Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students are aware of their responsibilities in maintaining good behavior and work as a team to ensure conduct in the classroom and on the playground is appropriate and respectful. Progressive disciplinary measures begin in the classroom. If a student continues making poor choices in behavior, the student is referred to the principal's office where more serious strategies are employed.

Classroom teachers review and discuss school rules and behavioral expectations with students at the beginning of the school year. The principal hosts a schoolwide discipline assembly to review school rules and consequences for poor conduct. Each student is provided a student handbook which contains academic, behavioral, and safety policies.

	Suspensions & Expulsions		
	Mango		
	02-03	03-04	04-05
Suspensions (#)	30	8	25
Suspensions (%)	4.07%	1.09%	3.83%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	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.

All fourth and fifth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers.

Throughout the school year, counselors visit the classrooms to discuss discipline policies and student behavior issues. Students are reminded of their behavioral responsibilities as needed through personal notes from teachers to parents, assemblies, and the school newsletter.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students who have demonstrated outstanding academic achievements, attendance, and citizenship are honored at awards assemblies held at the end of each trimester. Weekly drawings are held for students maintaining perfect attendance for the week; one student in K-3 and two students in 4-5 are selected from the drawing to receive a special prize provided by the PTA. Each Friday, students may earn points for their participation in the school's Accelerated Reading Program and Shining Stars Incentive program. Students accumulating required points receive a \$5 gift card (sponsored by the PTA), a silver pencil, and a special certificate from the principal at classroom presentations.

Supplemental during-school enrichment programs feature fun activities that promote music appreciation and academic enrichment. Mango Elementary offers instrumental music and choir programs as part of the regular curriculum. All students participate in fun science and music-related activities.

### Instructional Time

During the 2004-05 school year, all instructional time offered at Mango Elementary exceeded state requirements. For the 2004-05 school year, Mango Elementary offered 180 days of instruction comprised of 137 regular days and 43 minimum days. Every Thursday is a minimum day. Mango Elementary utilizes minimum days for staff development, teacher preparation, staff and grade level meetings, data analysis, and parent conferences.

Instructional Minutes		
2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	53,195	50,400
4-6	54,565	54,000

### Class Size

Mango 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 Mango Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.0	2	2	
1	19.8	5		
2	20.0	6		
3	19.8	5		
4	31.7		3	
5	31.7		2	1
6	26.5		4	
Combo 4-6	31.0		1	
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.3	2		2
1	19.6	5		
2	20.2	3	2	
3	19.2	6		
4	30.5		2	
5	32.3		2	1
6	27.0		2	
Combo 4-6	31.0		1	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.5	2		2
1	19.0	6		
2	20.2	4	1	
3	20.2	4	1	
4	28.3		4	
5	27.0		4	

Combo classes are any combination of 4-6 grades.

## 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)

Mango Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results, report card grades,

observations, data analysis, and teacher input. During the 2004-05 school year, Mango Elementary held three staff development days that focused on:

- Edusoft Training (assessment management system)
- English Language Learner: Focus Groups, Data Analysis, and Instructional Focus
- Rainbow Connection - Parents Helping Their Child
- Open Court Curriculum - Planning and Follow-up
- Backwards Mapping

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

Mango Elementary's principal works closely with teachers and staff, leading the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Overall administration of school activities, teacher evaluations, and daily operations are only a few of the many responsibilities undertaken by Mango Elementary's principal.

Ms. Sara Najarro has been principal of Mango Elementary School for four years (as of June 2006) and has been in the educational field for over 15 years, serving as a teacher, administrator, reading specialist, and title I teacher at various schools and districts. Principal Najarro holds a master's degree in education, a bachelor's degree in psychology, has attained her Tier I and Tier II administrative credentials, and completed AB75 principal training.

Ms. Najarro takes a team approach in the decision-making process related to curricular issues and instructional strategies. Staff meetings are held twice a month on minimum days and used to discuss student progress, interventions, curricular programs, assessment results, and staff development needs. As a component of the staff meetings, grade level teams meet to discuss grade level content areas as well as student progress and intervention strategies.

### 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

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

§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.

### Library Resources

The school library is open from 7:30 a.m. to 3:00 p.m. and is staffed by a full-time library technician. The library features 10,387 titles in English and 156 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, magazines, newspapers, and dictionaries. Four Internet-accessible computers are available for online research, Accelerated Reader testing, and electronic title searches. Students visit the library with their class at least twice a week; students may visit the library on their own before school and after school.

### Technology Resources

During the 2004-05 school year, Mango Elementary had a total of 206 computers; all classrooms had Internet access. Classrooms have on average four computers each. The school's computer lab features 30 Internet-accessible computers which are used for whole class instruction. Each teacher determines the subject area and method to integrate technology into all subject areas. Lab and classroom computers are used for Accelerated Reader testing, Accelerated Math testing, STAR Reading, research, and composition.

### 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. Mango 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 two special day class teachers and three special education aides who provide full-day instruction in two Special Day classes. Mango Elementary is home to the district's centralized ED (emotionally disturbed) program; students are escorted by an instructional aid when traveling between school and home via district-provided transportation. One resource specialist teacher and one resource specialist aide provide individualized and small group instruction in both the general educational classroom and 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 mainstreamed into the general education classroom based upon their IEP and 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. Three bilingual aides provide in-class support on an individual and small group basis; instruction is focused on reinforcing regular lessons and preparing students for future assignments. English Learners receive ELD (English Language Development) instruction by their class teachers; instruction focuses on helping EL students develop language skills, reading skills, vocabulary development, and language fluency. Fourth and fifth grade EL students participate in the English Language Acquisition Program as a supplement to their standard language arts curriculum. ELAP helps students increase English proficiency and prepares the student to meet the state's academic content and performance standards. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Mango Elementary continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students in grades three, four, and five may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students are clustered in the classroom to receive differentiated instruction from GATE-certified teachers. After-school GATE enrichment activities are held once a week; instruction focuses on special projects and enrichment activities in art, technology, and science.

Mango 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:

- Site Literacy Coach: during-school pull-out program for grades 3-5. Instruction focuses on

improving reading comprehension to meet state proficiency standards and provided through small reading groups. Students at the Basic level on the district matrix are recommended by their teacher and the site literacy coach for participation in each 8-week session.

- Off-track Intersession: two-week intervention program for students in grades 1-5. Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons.

- Before- and After-School Tutoring: small group instruction available to all grade levels. Sixty minutes of instruction is provided two days a week over a six-week period. Teachers recommend student participation based upon student's individual academic needs.

- Literacy Tutoring: during-school intervention for grades 1-5. The literacy teacher works with only one to two students during each session. Participation is based upon teacher or Student Intervention Team recommendation.

- FastForward®: computer-based program that builds cognitive skills of memory, attention, processing and sequencing in language and reading skills. Before- and after-school sessions are held for students in grades 2-5 for students at the Far Below Basic and Below Basic levels on the district matrix. Teacher recommends participation.

- Homework Club: a quiet, academic support environment available three days a week for 60 minutes a day; the club is open to students in grades 4-5 who wish to complete homework assignments or receive assistance from certificated staff.

## 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, Mango Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Mango Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, the absent teacher's class is disbursed among other classrooms in the 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

Mango 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 Intervention Teams (SIT) 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
	Staff	FTE	
Counselor	1	0.4	
Psychologist	1	0.2	
School Nurse	1	0.2	
Health Assistant	1	1.0	
Adaptive PE Specialist	1	0.1	
Adaptive PE Aide	1	0.1	
LSH Therapist	1	0.5	

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. Mango 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, Mango Elementary had 29 teachers who met all credential requirements in accordance with state guidelines.

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

	%
Mango Elementary	93.3
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

	Mango	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	32.3	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	54.8	48.6
Bachelor's Degree	12.9	14.3
Less than a Bachelor's Degree	0.0	0.7

#### Teacher Credentials & Assignments

	Mango Elementary			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	32	30	31	1818	1780	1911
Teachers with Full Credential	29	28	29	1603	1635	1771
Teachers in Alternative Routes to Certification	2	2	3	120	63	168
Pre-Internship	1	0	0	129	47	9
Teachers with Emergency Permits	3	1	0	261	56	34
Teachers with Waivers	1	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	5	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	5	0	N/A	1404*	58
Teacher Vacancies	N/A	0	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                | School Safety                |
| Class Size Reduction        | Smaller Learning Communities |
| Comprehensive School Reform | Special Education            |
| Early Intervention          | Staff Development            |
| Gifted & Talented Education | State & Federal Preschool    |
| High Priority Schools       | Supplemental Technology      |
| Instructional Materials     | Title I, III, & V            |
| Parent Education            | Tobacco Use Prevention       |
| Peer Assistance & Review    |                              |
| Reading First               |                              |
| School Improvement          |                              |

#### Salary Comparison

2003-04

	State Average of Districts in Same Category	
	FUSD	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

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