

FONTANA UNIFIED SCHOOL DISTRICT

VIRGINIA PRIMROSE ELEMENTARY SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades PreK-5
Darlene Duquette, Principal
751 North Maple Avenue - Fontana, CA 92336
(909) 357-5790 - FAX (909) 357-5799

2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

Board of Education

Gus Hawthorn, Board President
Arlene Piazza, D.Min., Clerk
Laura Abernathy-Mancha, Alternate Clerk
Kathleen Binks, Member
D. Wayne Ruble, Ed.D., Member

District Administration

Charles D. Milligan, Ph.D.
Superintendent
Richard A. Stedry, Ed.D.
Deputy Superintendent
Division of Business Services
Cali L. Olsen-Binks
Deputy Superintendent
Division of School Support
Yolanda Mendoza
Associate Superintendent
Division of Human Resources
Gail M. Grant, Ed.D.
Associate Superintendent
Division of Student Support

Contents

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

The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an Annual School Report Card. The main objective of the report card is to inform the community about conditions and progress being made at Primrose Elementary School. Within the confines of the following pages, you will acquire a better understanding of the unique program we offer. We will herein outline and define the nature of progress made, accomplishments, demographics, ongoing goal realization, discipline, budget analysis, and facility enhancement, as well as other facets and categories.

As a school, we are fortunate to have experienced teachers eager to make a difference in the lives of our students. The staff, in turn, considers themselves fortunate to have the opportunity to work with the unique students that are a vital part of our diverse community. Working together, we will continue to be successful in our endeavors to create a capable generation of tomorrow, confident in competence.

School Mission

Students at Virginia Primrose Elementary School will learn in a positive and safe environment where they are challenged to develop their academic and creative potential. The staff is dedicated to ensuring that all students succeed in a changing world.

Parent Involvement

Parents are encouraged to become involved in Virginia Primrose Elementary's learning community by volunteering in the classroom, attending school

events, or sharing in the decision-making process. Events such as Back to School Night, Open House, Kindergarten Orientation, and seasonal celebrations provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are invited to have Breakfast with the Principal each month to share their concerns, discuss class content, or talk about educational-related topics of interest to the parents; the agenda is open, breakfast and babysitting are provided, and all parents are encouraged to attend. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

Parents of special needs children are invited to Parent Buddies potluck meetings held every three months. This support group provides a forum for parents to share their concerns and strategies with their peers. After-school workshops are offered throughout the school year to discuss the schoolwide discipline program Accountability Concepts. Workshops are designed to share behavioral philosophies and strategies that parents can implement at home with their child/children. Presentations are provided in both English and Spanish.

All school-to-home communication is provided in both English and Spanish. The school newsletter is sent home each trimester and features messages from the principal and assistant principal, teacher-prepared articles, upcoming events, and articles/tips on how parents can help their students with reading at home. ConnectEd is an Internet-based telephone messaging

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.

system that forwards personalized messages from school staff to each student's home. On occasion, flyers and letters are sent home to remind parents of school activities or important events. At the end of the year, the principal issues a letter to all parents to express appreciation for everyone's efforts in supporting Virginia Primrose Elementary School. Parents seeking more information about volunteering their time to the school community may contact the principal or assistant principal at (909) 357-5790.

School Profile

Virginia Primrose Elementary School is a multi-track, year-round school serving 871 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. Virginia Primrose Elementary hosts an Early Childhood Education program on campus for 3-4 year olds who have an Individual Education Plan.

As a member of the nationwide Reading First program, Virginia Primrose Elementary is committed in its efforts to help all students become successful early readers and in establishing a high-quality, comprehensive reading curriculum. The school's learning environment is filled with compassion; students, teachers, and visitors are met with respect, consideration, and cooperation each day. Highly qualified teachers deliver a challenging standards-based curriculum designed to meet the wholistic needs of every child.

Student Achievement

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

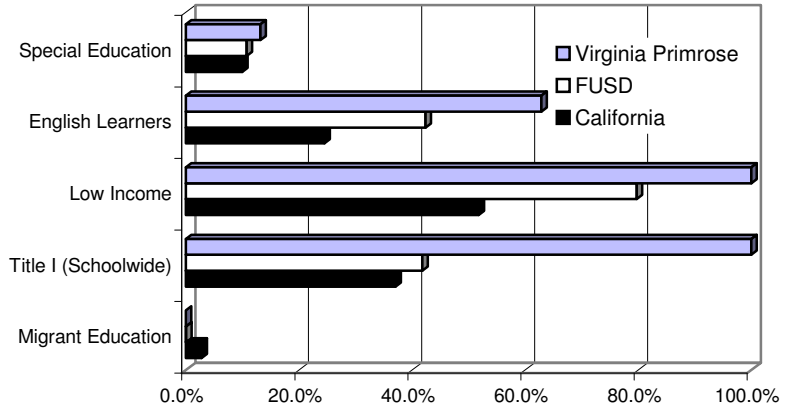
California English Language Development Test

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.

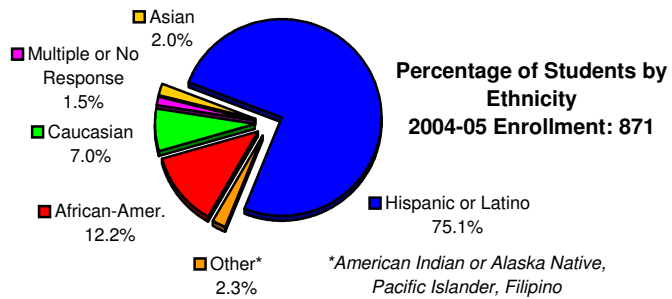
Standardized State Assessments

Students at Virginia Primrose Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates

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



Source: STAR testing enrollment



District-Administered Assessments

Grade	2002-03					
	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	75%	46%	86%	55%	46%	50%
Writing	N/A	30%	56%	49%	28%	46%
Grade	2003-04					
	K	1	2	3	4	5
Reading	77%	37%	16%	24%	17%	22%
Math	94%	61%	72%	57%	30%	35%
Writing	N/A	60%	47%	42%	42%	53%
Grade	2004-05					
	K	1	2	3	4	5
Reading	55%	21%	21%	28%	35%	20%
Math	85%	54%	63%	44%	48%	40%
Writing	N/A	52%	42%	34%	37%	44%

CAT/6 Test Results

All Students

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

	Virginia Primrose			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	27	25	11	29	29	27	43	43	41
Math	43	39	35	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

	Virginia Primrose							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
Reading	*	*	*		10		*	
Math	*	*	*		36		*	

*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

	Virginia Primrose					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	9	13	5	11	*	
Math	38	29	36	35	*	

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

	Virginia Primrose			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	20	20	19	18	20	25	35	36	40
Math	35	34	35	24	23	26	35	34	38
Science		14	13	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

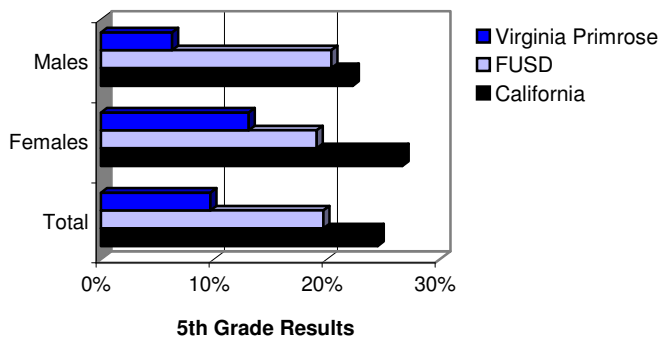
	Virginia Primrose						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	23	*	*		21	*	23
Math	32	*	*		39	*	28
Science	8				11		31
History							

**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

	Virginia Primrose					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	21	22	15	21	23	
Math	41	33	34	37	30	
Science	19	8	10	13	*	
History						

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



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 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, Virginia Primrose 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. Virginia Primrose Elementary School did not meet its 2005 AYP criteria for a second consecutive year and will therefore enter Title I Program Improvement status. Intervention strategies and staff development activities have been implemented during the 2005-06 school year to help students meet NCLB proficiency target rates.

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/.

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	100	99	Percent Tested	100	99	99	
API Base Score	614	675	686	API Growth Score	672	675	689	
Growth Target	9	6	6	Actual Growth	58	0	3	
Statewide Rank	3	4	4	Eligible for GPA	No	Unfunded	Unfunded	
Similar Schools Rank	8	10	10	Eligible for II/USP	Unfunded	Unfunded	Unfunded	

API Significant Subgroup Results								
African-Amer.								
API Base Score	672			API Growth Score	668			
Growth Target	5			Actual Growth				
Hispanic or Latino								
API Base Score	609	671	686	API Growth Score	668	672	692	
Growth Target	7	5	5	Actual Growth	59	1	6	
Socioeconomically Disadvantaged								
API Base Score	605	673	686	API Growth Score	672	675	689	
Growth Target	7	5	5	Actual Growth	67	2	3	

Adequate Yearly Progress (AYP)						
Overall School Results	Virginia Primrose			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	Yes	No	No	No	No	No
Overall School Results	Yes	No	No	No	No	No
Subgroup Results	Virginia Primrose			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	Yes	No	No	No	No	No
All Students	Yes	Yes	No	Yes	Yes	Yes
African-Amer.	Yes	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	No	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	No	Yes	Yes	Yes
English Learners	Yes	No	Yes	No	Yes	No
Special Education	Yes	Yes	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	
	Virginia Primrose
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	Yes
Year Identified for Program Improvement	2004-05
Year in Program Improvement	1
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%

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Virginia Primrose 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

Virginia Primrose Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1980; since that time, original facilities have been modernized and classrooms, a multipurpose room, and a kitchen were added to accommodate increased enrollment. Students maintain a garden located in front of the school; foliage was donated by the local Home Depot. The rear portion of the campus near the playground area is lined in pine trees, creating a "woody" outdoor atmosphere. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1980
Acreage	9 ac
Square Footage	60,112
	Qty.
# of Permanent Classrooms	18
# of Portable Classrooms	19
# of Restrooms (student use)	4* sets
Special Educ. Rooms with Restrooms	3
Library	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

*Includes kindergarten and first grade classroom restrooms.

Campus Supervision

Each morning before school starts, the principal and assistant principal walk around the campus, greeting students and staff a "good morning." One teacher monitors the front entrance area of the campus while three noon aides are on the playground and three noon aides are in the cafeteria supervising student activities. During recess, three noon aides monitor playground activity. At lunch time, the custodian and two noon aides are assigned to the cafeteria, two additional noon aides are assigned to the kindergarten tables in the cafeteria, and two noon aides are on the playground. At the end of the school day, one teacher is stationed at the exit gate, one teacher assigned to the parking lot, two teachers assigned to the north exit gate, and two teachers are in the bus loading zone to ensure students depart in a safe and orderly manner. Special education teachers escort their students to the classroom from the bus areas in the morning, and at the end of the day help their students board the bus safely. The remaining unassigned teachers and both administrators circulate about the campus to make sure students are proceeding responsibly to departure areas or after-school activities. Virginia Primrose 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, updated, and discussed with school staff in August 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 and two full-time evening custodians are assigned to Virginia Primrose 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 inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Virginia Primrose 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 May 12, 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, Virginia Primrose Elementary received \$13,967 in deferred maintenance funds for repaving projects.

Classroom Environment

Discipline & Climate for Learning

School rules and behavioral expectations are guided Accountability Concepts, an innovative, positive approach empowering children to make good choices in behavior and understanding the consequences of their choices. Each student has a pyramid in his or her classroom with pieces that represent qualities such as trustworthiness, good attitude, working hard, selflessness, self-control, and responsibility. If students choose not to exhibit appropriate behavior, they may lose a piece of their personal pyramids. They must tell the teacher what it was they did or said that caused them to lose the piece and what they are willing to do to earn a piece back. Teachers take daily "fun breaks" for a few minutes or give students a small reward. Only those students who have all of the pieces of their pyramids intact are able to participate in the fun or receive an award. The Principal and Assistant Principal visit classrooms for pyramid checks and to participate in "fun breaks." Throughout the school year, Virginia Primrose Elementary holds parent seminars explaining how the Accountability Concepts works and how parents can use the program at home to encourage good behavior choices.

School Site Inspection Most Recent Inspection: May 12, 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

	Virginia Primrose		
	02-03	03-04	04-05
Suspensions (#)	53	89	55
Suspensions (%)	8.20%	13.22%	7.28%
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.

For those students who continue having difficulty with making good choices, school staff explore the behavior and identify the triggers to develop a behavior plan to prevent poor conduct in the future. When behavioral plans are not successful and class lessons are disrupted, more serious disciplinary measures are imposed, which include phone calls to parents, parent conferences, counseling, suspension, and in some cases expulsion.

At the beginning of the school year, the principal and assistant principal visit each classroom to discuss school rules, behavioral expectations, no bullying policies, and sexual harassment policies (upper grades only). Each student is given a parent/student handbook which outlines district policies and school rules.

Responsible students may participate in the conflict mediators program and receive formal student-to-student mediation training. Students meet after school once a month with a certificated teacher to discuss student behavior/social issues. Conflict mediators help resolve minor playground disputes and forward more serious issues to school staff.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Each teacher has developed individual incentive programs for meeting academic and citizenship goals. Students who maintain good citizenship each week are given a small prize. At the end of each trimester, students are recognized for their outstanding efforts in academics and behavior; awards include Principal's Award, Honor Roll, Eagle Award, Perfect Grades, and Pride in Performance.

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. Virginia Primrose Elementary invites students to participate in the annual Talent Show, Mad Science (GATE students), Science Club, and Chess Club. English learners are encouraged to participate in EL assemblies using music, writing, and special guests to celebrate and build background knowledge about the students' culture.

Instructional Time

During the 2004-05 school year, all instructional time offered at Virginia Primrose Elementary exceeded state requirements. For the 2004-05 school year, Virginia Primrose Elementary offered 175 days of instruction comprised of 131 regular days and 44 minimum days. Virginia Primrose Elementary utilizes half of its minimum days for staff meeting and the remaining half for teacher collaboration, teacher preparation, and lesson planning research.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	41,300	36,000
1-3	54,975	50,400
4-5	56,940	54,000

Class Size

Virginia Primrose 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 Virginia Primrose 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	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	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 2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	32.5		2	2
1	16.3	6	1	
2	19.9	5	2	
3	19.2	5		
4	28.8		4	
5	31.8		2	2

2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	32.3		2	2
1	18.1	6	1	
2	19.6	5		
3	19.9	6	1	
4	29.0		3	1
5	33.0			3

2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	33.0			4
1	19.3	8		
2	19.7	6	1	
3	18.4	7		
4	29.0		5	
5	32.0		2	2

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)

Virginia Primrose 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, Virginia

Primrose Elementary held three staff development days that focused on:

- K-5 Intervention Curriculum
- ELD (English Language Development) Training in Components of Open Court
- ELD Strategies
- Open Court Writing

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

Virginia Primrose Elementary's principal works closely with the assistant principal and Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Darlene Duquette and Assistant Principal Shellie Hawks work as a team, sharing many of the school's administrative duties. The principal is responsible for overall administration, teacher evaluations, training/preparing the assistant principal for future leadership positions, and daily operations; the assistant principal oversees student discipline, sexual harassment training, school safety, and student study teams.

Ms. Duquette has been in the educational field for over 16 years, serving the Fontana Unified School District for the past five years. Prior to her assignment at Virginia Primrose Elementary in 2003, Ms. Duquette was an assistant principal, classroom teacher, and a teacher on special assignment at the district level for Baldwin Park Unified School District. As a project specialist of the Health Unit at Los Angeles County Office of Education, Ms. Duquette was responsible for oversight of 17 school districts in the county. Principal Duquette holds a master's degree in educational administration, and a bachelor's degree in business administration with an emphasis in marketing. She has acquired both Tier I and Tier II administrative credentials, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, designated teacher representatives from each grade level, resource specialist teacher, program manager, Reading First coach, and Title I teacher. The Leadership Team meets as needed throughout the year and serves as an advisory panel to the principal regarding staff development needs, data analysis, evaluation of teacher feedback, and critical curricular and operational decision-making issues. Grade level representative serve as a liaison between administration and grade level teams.

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 8:00 a.m. to 4:30 p.m. and is staffed by a full-time librarian. The library features 18,692 titles in English and 302 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Five Internet-accessible computers are available for Accelerated Reader testing, electronic title searches, and completing special projects at lunch time. 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

Each classroom has a minimum of five computers each which are used for research (fourth and fifth grades), Accelerated Reader testing, keyboarding, word processing, Study Island, and *unitedstreaming*. Each teacher determines the subject area and method to integrate technology into the curriculum. All teachers have a laptop and have access to one of six SMART Boards and document cameras to enhance class lessons using supplemental resources.

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. Virginia Primrose 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 seven special education teachers and 15 special education aides who provide full-day instruction in seven special day classes for orthopedically handicapped students. Two resource specialist teachers and one resource specialist aide provide small group and individualized 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. Three bilingual aides provide small group instruction in the general education classroom and in the resource room. Instruction focuses on helping students with current class lessons, reinforcement of skills, and front-loading subject matter or skills for future lessons. Fourth and fifth grade English Learners (beginning level) participate in the English Language Acquisition Program as a supplement to their standard language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. ELAP instruction takes place after school two days a week for 60 minutes each day. Teachers provide English Language Development (ELD) instruction during language arts time periods; instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. The Title I teacher provides 38 minutes of in-class English Language Development instruction based upon the students level of fluency of the English Language; in some cases, English learners will be pulled from their general education class to receive 35 minutes of focused ELD instruction from Title I teacher. 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.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. Virginia Primrose Elementary outsources with Mad Science to bring fun and challenging after-school activities to GATE students.

Virginia Primrose 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:

- Off-track Intersession: students in grades 2-5 who are at Far Below Basic and Below Basic levels on the district assessment matrix are invited and encouraged to attend a two-week intervention program (between trimesters). Instruction focuses on remediation, skills reinforcement, and front-loading of skills/subject area content for upcoming class lessons in language arts and math.

- Reading Masters (K-3) and Corrective Reading (4-5): 40 minutes of small group tutoring provided before, during, or after school by certificated staff as part of the Open Court reading program.

- Standards Plus: intervention program aligned with district and state testing standards in language arts and math. Computer-based instruction focuses on isolated skills in one or both subject areas in a simulated testing environment.

- Tutoring: before- and after-school tutoring provided by classroom teachers; based upon individual student needs and coordinated on an individual basis.

- EL Tutoring: before- and after-school small group tutoring for 60 minutes a day, two to three times a week by Title I teacher and bilingual aides. Instruction focuses on specific skills to help students reach proficient levels in the English language and reading.

- Achievement Substitutes: two full-time, certificated teachers work with students who are performing at the Basic level on the district assessment matrix. Thirty minutes of instruction based on the Open Court reading program is provided to help students acquire skills to reach proficient and advanced levels on state and district assessments.

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, Virginia Primrose Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, 1) teachers who are on intersession will be called in to substitute, 2) the Reading First coach will fill the role of the substitute, or 3) as a last resort, 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

Virginia Primrose 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	1		1.0
Psychologist	1		0.4
School Nurse	1		0.4
Health Assistant	1		1.0
Adaptive PE Specialist	2		0.2
Adaptive PE Aide	2		0.2
LSH Therapist	1		1.0
LSH Aide	1		0.2
DHH Aide/Interpreter	1		1.0

LSH = Language/Speech/Hearing

FTE = Full-Time Equivalent

DHH = Deaf/Hard of Hearing

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts

to meet the unique needs of each child based upon their IEP. Virginia Primrose 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, Virginia Primrose Elementary had 41 teachers who met all credential requirements in accordance with state guidelines.

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

	%
Virginia Primrose	91.7
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

	Virginia Primrose	FUSD
	%	%
Doctorate	2.3	1.3
Master's Degree plus 30 or more semester hours	36.4	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	45.5	48.6
Bachelor's Degree	15.9	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Virginia Primrose			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	42	43	44	1818	1780	1911
Teachers with Full Credential	39	40	41	1603	1635	1771
Teachers in Alternative Routes to Certification	4	2	6	120	63	168
Pre-Internship	3	1	0	129	47	9
Teachers with Emergency Permits	4	2	2	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	9	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	9	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 Improvement |
| Class Size Reduction | School Safety |
| Comprehensive School Reform | Smaller Learning Communities |
| Early Intervention | Special Education |
| Gifted & Talented Education | Staff Development |
| High Priority Schools | State & Federal Preschool |
| Instructional Materials | Supplemental Technology |
| Parent Education | Title I, III, & V |
| Peer Assistance & Review | Tobacco Use Prevention |
| Reading First | |

Salary Comparison 2003-04

	FUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$35,236
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	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127