

FONTANA UNIFIED SCHOOL DISTRICT

REDWOOD ELEMENTARY SCHOOL

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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

Principal's Message

As Principal, I take great pride in the achievements of Redwood Elementary School over the last two years. This annual School Accountability Report is a report of the facts behind this pride.

This School Accountability Report Card is presented in accordance with the Proposition 98 and the federal No Child Left Behind act, which defines the report as a requirement for every school district in California. In compliance with legislation, we are proud to highlight the accomplishments of the prior school year as well as to identify goals and objectives for the future.

Redwood Elementary School prepares children for academic and workplace success. All staff, students, parents and community members work together to help our students learn and grow in academics, social development and personal achievement. We celebrate the partnerships that exist between students, parents, community members, and staff. Thank you for assisting Redwood Elementary School in maintaining a high level of educational excellence that we will continue to strive for in this and future generations.

Parent Involvement

Redwood Elementary feels that school, family, and community partnerships are essential for student learning and success in school. As a new member of the National Network of Partnership Schools at Johns Hopkins University, Redwood Elementary is guided

by the network's approach in developing comprehensive programs encouraging parent and family involvement. Parents are encouraged to volunteer at the school, attend school events, and/or share in the decision-making process. Teachers welcome parents to help in the classroom, in the school office, and in the Parent Center. Events such as Back to School Night, Field Day, Open House, and School Pride Days provide opportunities for parents to interact with school staff while supporting their child's academic programs. Community Based English Tutoring is available for parents who want to learn English to effectively support their child's education at home. The school's six-week Bright Start parent education program teaches parents how to help their children at home with literacy skills. The School Site Council, Parent Teacher Association, Superintendent's Advisory Council, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in both English and Spanish. The school newsletter is sent home quarterly and features important information about school activities and events. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports and report cards are issued each trimester. On occasion, flyers are sent home to remind parents of school activities or important events. A brand new electronic marquee (purchased by the PTA) will be installed near July 2006 and will be used for special announcements

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.

and reminders. Parents seeking more information or interested in contributing their time to the school community may contact the school's program manager at (909) 357-5740.

School Profile

Redwood Elementary School is a multi-track, year-round school serving 756 students in kindergarten through sixth grade. A state preschool program is on campus and open to eligible 3-4 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. For the 2004-05 Academic Performance Index (API) cycle, Redwood Elementary experienced a remarkable increase in its API Growth Score - raising its 616 2003-04 score to 743 in 2004-05. Schoolwide success is credited to the intense dedication of teachers, parents, and the community. Redwood Elementary utilizes innovative strategies and programs to motivate students, parents, and staff in its efforts to raise student achievement to levels beyond state proficiency targets.

Student Achievement

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

California English Language Development Test

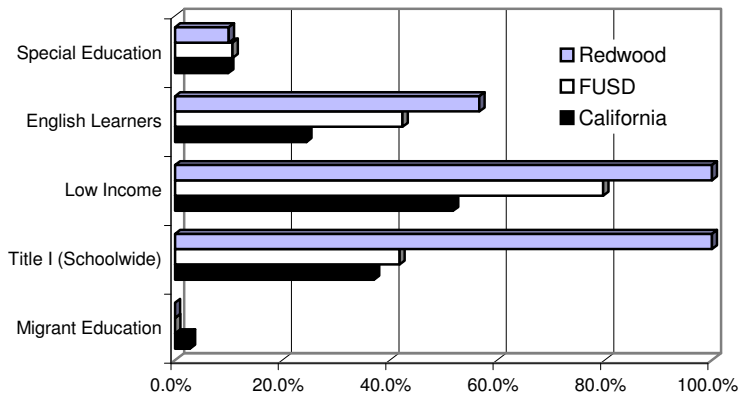
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they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

Standardized State Assessments

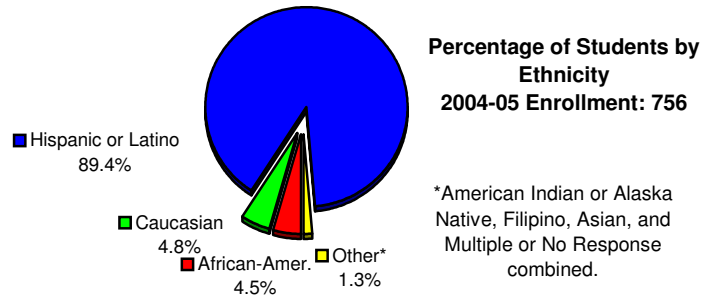
Students at Redwood Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took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

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



Source: STAR testing enrollment



District-Administered Assessments Percentage of Students Scoring at Proficient and Advanced Levels							
2002-03							
Grade	K	1	2	3	4	5	6
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	86%	57%	71%	44%	32%	35%	N/A
Writing	N/A	39%	49%	38%	17%	24%	N/A
2003-04							
Grade	K	1	2	3	4	5	6
Reading	84%	42%	9%	12%	4%	15%	39%
Math	87%	75%	52%	44%	28%	26%	20%
Writing	N/A	46%	38%	48%	30%	42%	84%
2004-05							
Grade	K	1	2	3	4	5	6
Reading	70%	40%	52%	10%	25%	34%	37%
Math	88%	71%	88%	57%	50%	43%	50%
Writing	N/A	45%	52%	33%	29%	31%	80%

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Redwood			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	20	21	13	29	29	27	43	43	41
Math	32	34	42	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									
	Redwood								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian		
Reading	*				13		*		
Math	*				42		*		

*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

	Redwood					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	11	15	12	13	5	
Math	42	42	37	43	15	

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

	Redwood			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	16	12	35	18	20	25	35	36	40
Math	31	26	56	24	23	26	35	34	38
Science		7	18	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

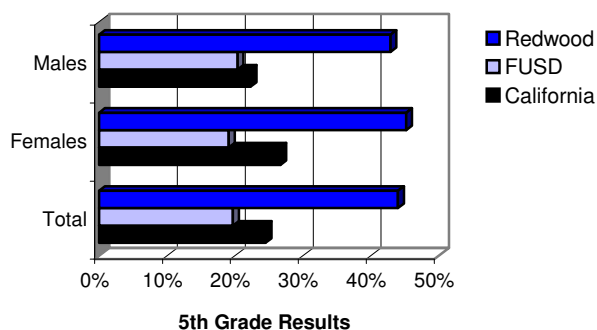
	Redwood						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	25	*	*		36		39
Math	31	*	*		56		62
Science			*		17		*
History							

**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

	Redwood					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	27	43	25	35	12	
Math	55	56	47	56	27	
Science	14	21	2	18	*	
History						

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



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, Redwood 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. Redwood Elementary School met all 2005 AYP criteria. Although Redwood Elementary met established targets, the school will remain in Program Improvement until it meets AYP criteria for two consecutive years.

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

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide

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	99	99	100	Percent Tested	99	100	100		
API Base Score	552	630	618	API Growth Score	629	616	743		
Growth Target	12	9	9	Actual Growth	77	-14	125		
Statewide Rank	1	2	1	Eligible for GPA	Yes	Unfunded	Unfunded		
Similar Schools Rank	3	6	5	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

API Significant Subgroup Results

Hispanic or Latino

API Base Score	550	628	617	API Growth Score	626	616	743
Growth Target	10	7	7	Actual Growth	76	-12	126

Socioeconomically Disadvantaged

API Base Score	545	630	618	API Growth Score	629	616	743
Growth Target	10	7	7	Actual Growth	84	-14	125

Adequate Yearly Progress (AYP)

	Redwood			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	No	Yes	No	No	No

Subgroup Results

	Redwood			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	No	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	No	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	No	Yes	Yes	Yes	Yes
English Learners	No	No	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

	Redwood
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	Yes
Year Identified for Program Improvement	2003-04
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%

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, Redwood 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

Redwood Elementary and its school community take pride in its improving campus and providing a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. The original campus of Redwood Elementary was built in 1950. Additional facilities including classrooms were constructed in 1943, 2002, and 2004 to accommodate increased enrollment. Modernization and renovation efforts were completed in June 2003. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1950
Acreage	9.55 ac
Square Footage	54,865
	Qty.
# of Permanent Classrooms	20
# of Portable Classrooms	22
# of Restrooms (student use)	5 sets
Library	1
Computer Lab	2
Staff Lounge	1
Teacher Work Room	1
Cafeteria	1

Campus Supervision

At 8:10 each morning, students may enter the cafeteria for breakfast; supervision is provided by one duty aide. Just before school starts and as students are arriving on campus, two duty aides are monitoring playground activities, instructional aides and teachers greet students arriving on buses, and the principal and assistant principal are in front of the school greeting students. During recess, four duty aides are assigned on the playground to ensure students play safely. At lunch time, duty aides monitor cafeteria and playground activities. At the end of the day, kindergarten students are released from their classrooms to their parents/guardians. Teachers for grades 1-3 escort students to exit areas. Assigned teachers monitor exit areas, parking lot, and pickup areas to ensure students depart safely. Redwood 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 June 2006, updated in June 2005, and will be discussed with school staff between June 2006 and August 2006. 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.

One full-time day custodian and two full-time evening custodians are assigned to Redwood Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Restrooms are checked routinely throughout the day and cleaned as needed. 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.

The district's maintenance department inspects Redwood 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 August 16, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: August 16, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	Repair holes in fence posts (south, west, and north fences).
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	No	Portable classrooms 25-37 missing bottom air vents.
Fire Safety	Yes	
Electrical (Interior & Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playgrounds/School Grounds	No	Exposed tree roots pose tripping hazard (west of Room 18).
Other	N/A	

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

Deficiencies were corrected immediately by the district's maintenance department.

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, Redwood Elementary received \$29,550 in deferred maintenance funds to repaint the exterior surfaces of school buildings.

Classroom Environment

Discipline & Climate for Learning

Students at Redwood Elementary are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. Character education lessons are embedded into morning assemblies and guidance assemblies held throughout the school year. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavioral trends when addressing consequences for poor choices in behavior.

At the beginning of the school year, school rules and behavioral expectations are shared with students in the classroom and at a guidance assembly. Students are provided a parent/student handbook that outlines student behavior expectations, district policies, and safety procedures.

Suspensions & Expulsions

	Redwood Elementary		
	02-03	03-04	04-05
Suspensions (#)	48	64	83
Suspensions (%)	4.22%	8.51%	10.98%
Expulsions (#)	0	4	2
Expulsions (%)	0.00%	0.53%	0.26%
	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 students have the opportunity to be recognized for demonstrating good citizenship and meeting academic goals. Students who are "caught being good" by any school staff member is given an Eagle Award ticket. Students accumulate and redeem their earned tickets for drawings for a special prize. Eagle Award drawings are held throughout the school year. At the end of each trimester, student meeting specific academic criteria are presented with medals and "dog tags". The Bug Award is presented to students whose academic performance increases one or more levels; for example, a student in the Basic level on the district assessment matrix that moves up to the Proficient Level qualifies for the Bug Award. All students in Proficient and Advanced levels are presented medals for their accomplishments. Students maintaining perfect attendance for designated terms are honored at end-of-trimester Academic Pep Rallies.

Responsible students in sixth grade may participate in the Peer Helpers program. These students attend the sixth grade leadership class to receive training on how to identify and resolve minor playground issues. Four to five Peer Helpers are available during the lunch recess to help keep activities fun and safe for everyone.

Instructional Time

During the 2004-05 school year, all instructional time offered at Redwood Elementary exceeded state requirements. For the 2004-05 school year, Redwood Elementary offered 180 days of instruction comprised of 137 regular days and 43 minimum days. Redwood Elementary utilizes minimum days for staff development activities, grade level collaboration, staff meetings, teacher planning, parent volunteer training, and Student Study Team meetings.

Instructional Minutes		
2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	53,195	50,400
4-5	54,565	54,000

Class Size

Redwood 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 Redwood 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. Seven achievement substitutes are assigned to each grade level to provide 45 minutes a day of in-class small group instruction during the language arts lessons, reducing the pupil-to-teacher ratio for a portion of the school day.

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	30.7		6	
1	19.5	9	2	
2	20.1	6	3	
3	19.9	8		
4	31.4		4	1
5	31.2		5	
Combo K-3	9.0	1		
Combo 4-5	31.7		2	1
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.0		4	
1	20.0	4	2	
2	18.2	5		
3	18.7	6		
4	31.0		2	
5	27.3		4	
6	28.7		3	
Combo K-3	20.0	1		
Combo 4-6				
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.3		4	
1	20.0	5	1	
2	19.2	6		
3	18.8	6		
4	31.7		3	
5	29.3		3	
6	25.8		4	

Combo classes are any combination of K-3 and 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)

Redwood 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, Redwood Elementary held three staff development days that focused on:

- Development of Performance Goals for English Learners
- Annual Measurable Achievement Goals for English Learners
- Data Inquiry for English Learners

Redwood Elementary introduced Guided Language Acquisition Design (GLAD) training in 2005-06 in conjunction with the Open Court reading curriculum. GLAD training provides teachers with the skills and strategies to promote academic language, literacy, academic achievement, and cross-cultural skills. The project is designed to equip teachers with the knowledge and ability to help their English learners gain proficiency in the English language as well as state standards.

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

Redwood Elementary's principal works closely with the assistant principal, the grade level leadership team, and principal's cabinet to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Juliana Dekal and Assistant Principal Andrew Lieberman work as a team, sharing many of the administrative duties. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations; the assistant principal shares student discipline, supervision of staff, evaluations, and scheduling.

Dr. Juliana Dekal has been with the Fontana Unified School District since 1997, principal of Redwood Elementary since November 2005, and in the educational field for over 29 years. Prior to her assignment at Redwood Elementary, Dr. Dekal held both teaching and administrative positions in various schools. Principal Dekal holds a doctorate in educational leadership, a master's degree in school administration, a bachelor's degree in elementary education, has acquired her administrative credentials, and has completed AB75 principal training.

Supporting the principal in the decision-making process are the Grade Level Leadership Team and Principal's Cabinet. The leadership team is comprised of the principal, assistant principal, grade level representatives, the Reading First coach, and one union representative. The leadership team meets twice a trimester and is responsible for curriculum and instruction issues as well as serving as a communications liaison between the principal and teaching staff. The Principal's Cabinet is comprised of both administrators, the Title I teacher, language arts support teacher, resource special teacher, union representative, and designated teacher representatives. Cabinet members meet six times or more a year and serve as advisors to the principal. The cabinet focuses on schoolwide organizational/operational issues, resolving concerns, and preliminary planning of schoolwide projects.

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 3:30 p.m. and is staffed by a full-time librarian. The library features 14,740 titles in English and 211 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias and dictionaries. Four Internet-accessible computers are available for electronic title searches. Students visit the library with their class once a week; students may visit the library on their own time before school, during lunch, and after school.

Technology Resources

During the 2004-05 school year, Redwood Elementary had a total of 180 computers; all classrooms had internet access. On average, each classroom has five computers which are used for independent projects using Open Court's computer-based programs. The school's two computers lab each feature 40 Internet-accessible workstations and are used for whole class instruction. Each teacher determines the method to integrate technology into the math, science, social science, and language arts curricula. Students use lab computers for research and assessment, Accelerated Reader, Accelerated Math, STAR Reading and Math, and CAL Achieve programs, and accessing web-based educational programs such as Study Island.

Specialized Instruction

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

The school's special education program is staffed by one special education teacher and two special education aides who provide full-day instruction in a Special Day Class. Two resource specialist teachers (one full-time and one part-time) and one resource specialist instructional aide provide small group instruction in the classroom during language arts time; some students may visit the resource room for individualized small group instruction from resource specialist staff. 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 in-class assistance to support class lessons. During language arts instruction, students are clustered based on language fluency and provided instruction appropriate to their language levels. Bilingual aides work with level 1 and 2 English learners during language arts, providing small group instruction 40 minutes a day to reinforce and support class lessons. Fourth and fifth grade English learners 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. Using GLAD teaching strategies, teachers provide individualized and small group English Language Development instruction focusing on vocabulary development, understanding the English language, and reading fluency during the

grade level's designated ELD time. 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 grades 3-6 may qualify for the Gifted and Talented Education (GATE) program through district testing. Before school, after school, and on Saturdays, GATE students participate in special projects centered on thematic science and math units.

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

- EL tutoring; achievement substitutes, certificated teachers, and bilingual aides provide off-track, before-school, after-school and Saturday tutoring sessions; teachers recommend participation based upon individual student needs using assessment data.

- Tutoring: students at the Basic level on the district's assessment matrix are recommended for tutoring sessions held on Saturdays and during fall and winter intersessions. Targeted tutoring is provided in 4-hour sessions and participation is based upon teacher referral or student research and Student Study Team recommendation.

- Kindergarten Pull-back Program: all kindergarten students not meeting grade level expectations are provided 40 minutes (three days a week) of language arts intervention instruction by certificated teachers.

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, Redwood 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) one of the achievement substitutes will fill the role of the substitute, or 2) the absent teacher's class is split 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

Redwood 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	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.4
Adaptive PE Aide	1	0.4
LSH Therapist	1	0.5
LSH Aide	1	0.2

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. Redwood 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, Redwood Elementary had 33 teachers who met all credential requirements in accordance with state guidelines.

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

	%
Redwood	97.1
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

	Redwood	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	40.0	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	54.3	48.6
Bachelor's Degree	5.7	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Redwood Elementary			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	51	35	35	1818	1780	1911
Teachers with Full Credential	44	32	33	1603	1635	1771
Teachers in Alternative Routes to Certification	8	1	2	120	63	168
Pre-Internship	2	1	0	129	47	9
Teachers with Emergency Permits	10	1	0	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	7	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	7	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