

FONTANA UNIFIED SCHOOL DISTRICT

WEST RANDALL 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

At West Randall Elementary School our professional staff dedicate themselves to working together to create a safe, orderly, and highly effective learning environment for all of our students. We hold high expectations for student performance and behavior for every student at every grade level.

Our school uses district-adopted and state-approved instructional materials to prepare our students for mastery of state standards and ongoing success in their educational program. Our teachers are certified to work with many special student populations including gifted and talented students, special education students, and students who are learning English as a second language. Teachers attend staff development programs and workshops that help them to further hone their skills and keep them up-to-date on the latest techniques and strategies for effective classroom instruction.

We also provide student intervention services including after-school tutoring, off-track intervention, Saturday classes, and intensive small group instruction. In addition, we enjoy providing our community with fun activities for the family such as Family Literacy Nights, parent education classes, and our annual school musical performances.

We look forward to working with you this year... together we can make a difference in the lives of all of our children!

School Mission

The Mission of West Randall Elementary School is to work together to empower all students to succeed in acquiring the knowledge, skills, and attitudes necessary to reach their full potential as active citizens, meeting the challenges of a changing global society.

Parent Involvement

Parents are encouraged to get involved in West Randall Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom, the school office, or the library. Events such as Back to School Night, Open House, seasonal music programs and student performances, and kindergarten reading nights provide opportunities for parents to interact with school staff while supporting their child's academic programs. 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.

West Randall Elementary offers Community Based English Tutoring for parents who want to effectively support their child at home and the Parent Institute for parents who are seeking successful strategies to help their child with homework or behavior issues. All parents are encouraged to attend the school's six-week Bright Start program that teaches parents how to help their children with literacy skills. Beginning in the 2006-07 school year, West Randall Elementary will be offering computer classes, Parents Are Teachers

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

(PAT), additional English language classes for bilingual parents, and basic parenting classes.

All school-to-home communication is provided in both English and Spanish. Every two weeks the "What's Cooking" report is issued to the community and highlights the positive achievements happening at West Randall Elementary. The school newsletter is sent home four times throughout the school year to update parents on school activities and events. The school's website will be expanding in 2006-07 to provide more up-to-date information and announcements. Parents may check the school marquee daily for current announcements and reminders. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information about volunteering their time to the school community may contact their child's teacher, the principal or assistant principal at (909) 357-5780.

School Profile

West Randall Elementary School is a multi-track, year-round school serving 1,113 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. The staff of West Randall Elementary are dedicated to providing an instructional program designed to meet the individual needs of each student, ensuring that academic programs promote academic success and proficiency. A standards-based curriculum is offered in a supportive, caring, and nurturing environment that fosters high expectations and continued achievement for students, staff, and parents.

Student Achievement

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

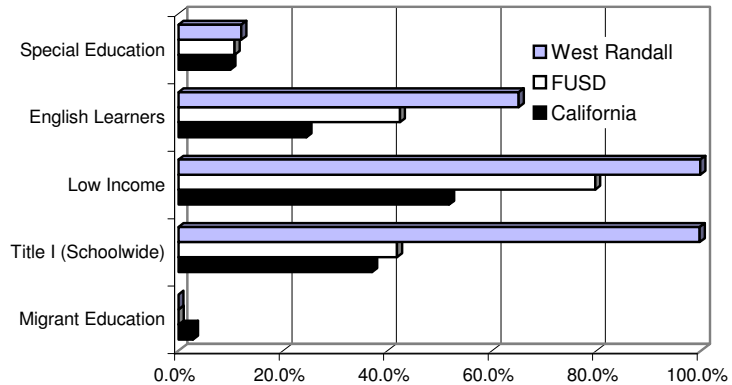
California English Language Development Test

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.

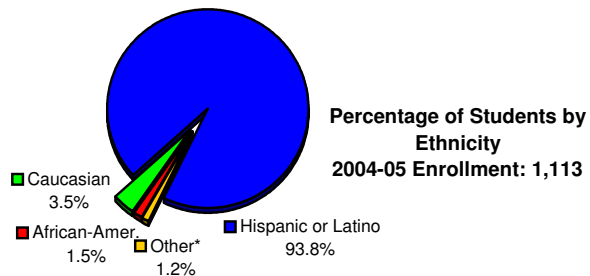
Standardized State Assessments

Students at West Randall 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

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



Source: STAR testing enrollment



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

District-Administered Assessments

2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	70%	66%	79%	52%	39%	40%
Writing	N/A	29%	15%	23%	5%	10%
2003-04						
Grade	K	1	2	3	4	5
Reading	47%	47%	17%	14%	8%	9%
Math	67%	72%	65%	55%	33%	24%
Writing	N/A	34%	35%	33%	14%	17%
2004-05						
Grade	K	1	2	3	4	5
Reading	45%	16%	26%	26%	19%	17%
Math	75%	58%	37%	56%	43%	16%
Writing	N/A	46%	34%	41%	31%	43%

CAT/6 Test Results

All Students

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

	West Randall			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	20	18	16	29	29	27	43	43	41
Math	34	36	40	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)

	West Randall						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*			14		*
Math	*	*			40		*

*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

	West Randall					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	14	19	13	17	7	
Math	42	37	39	40	20	

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

	West Randall			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	14	15	19	18	20	25	35	36	40
Math	30	29	30	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

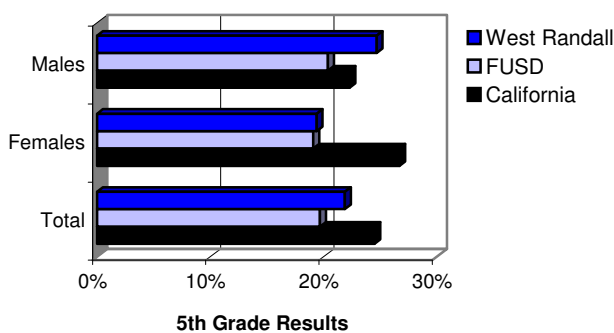
	West Randall						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	27	*	*		18		39
Math	55	*	*		28		46
Science	*	*	*		11		*
History							

**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

	West Randall					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	18	20	12	19	3	
Math	27	32	25	30	12	
Science	12	14	4	13	0	
History						

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



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, West Randall 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. West Randall Elementary School did not meet its 2005 AYP criteria for a third consecutive year and will therefore continue as a Title I Program Improvement school for a second term.

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	99	100	Percent Tested	99	100	99		
API Base Score	588	630	645	API Growth Score	627	631	654		
Growth Target	11	9	8	Actual Growth	39	1	9		
Statewide Rank	2	2	2	Eligible for GPA	Yes	Unfunded	Unfunded		
Similar Schools Rank	7	7	7	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

API Significant Subgroup Results									
Hispanic or Latino									
API Base Score	588	631	639	API Growth Score	627	625	650		
Growth Target	9	7	6	Actual Growth	39	-6	11		
Socioeconomically Disadvantaged									
API Base Score	586	630	645	API Growth Score	627	631	654		
Growth Target	9	7	6	Actual Growth	41	1	9		

Adequate Yearly Progress (AYP)						
	West Randall			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	No	No	No	No	No
Subgroup Results						
	West Randall			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	No	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	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	No	No	No	No	Yes	No
Special Education	No	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	
	West Randall
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	2
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, West Randall 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

West Randall Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1947; since that time, facilities have been modernized and new administrative offices, classrooms, a cafeteria, and a library have been added to accommodate growth in enrollment. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1947
Acreage	9 ac
Square Footage	60,487
	Qty.
# of Permanent Classrooms	20
# of Portable Classrooms	24
# of Restrooms (student use)	3 sets/ 1 unisex
Student Support Center	2
Library	1
Computer Lab	2
Staff Lounge	1
Teacher Work Room	1
Cafeteria	1

Campus Supervision

As students arrive on campus each morning, nine campus supervision aides are stationed at the student drop-off areas, bus lanes, in front entrance areas, on the playground, and in the cafeteria to monitor student behavior and activities. During morning recess, all nine campus supervision aides monitor the playground areas. During lunch periods, the campus supervision aides are assigned to the cafeteria and playground. Teachers are assigned to supervise student activities during afternoon recesses. At the end of the day when students are dismissed, teachers are assigned to strategic locations in the student pickup area, bus loading zones, and at exit areas to ensure students leave in a safe and orderly manner. A crossing guard helps students safely cross the street before and after school. West Randall 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 2004. 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 requests to the school secretary who complete and forwards a work order 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 West Randall Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and campus supervision aides inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically 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 West Randall 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 July 15, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: July 15, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	East Perimeter Fence, near B10: Gap exists between fencing and ground.
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	No	Boys' Restroom near B2: Graffiti needs to be removed from walls. Boys' Restroom near Rooms 14/15: Stalls have rust on them.
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

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

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

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, West Randall Elementary did not receive or require deferred maintenance funds for upkeep of campus facilities.

Classroom Environment

Discipline & Climate for Learning

West Randall Elementary's students conduct themselves responsibly and respectfully, minimizing the need for disciplinary action or intervention. Students are guided by school rules and behavioral expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior supplemented with the range of consequences for those who make poor choices in conduct. A progressive discipline approach is taken

	Suspensions & Expulsions		
	West Randall		
	02-03	03-04	04-05
Suspensions (#)	27	34	105
Suspensions (%)	2.33%	3.04%	9.43%
Expulsions (#)	2	2	2
Expulsions (%)	0.17%	0.18%	0.18%
	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.

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, a discipline assembly is held for each grade level; administrators discuss school rules, district policies, and behavior expectations. Fourth and fifth grade student assemblies include sexual harassment and no bullying policies. Throughout the school year, students are reminded of their individual behavioral responsibilities by their classroom teachers, through ConnectEd messages delivered to the home, with letters from the school staff, and occasionally through personal notes to parents.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students demonstrating good behavior are immediately rewarded with Bulldog tickets issued by any school staff member. Students deposit earned tickets into weekly prize drawings; one Bulldog ticket is pulled per classroom. Academic achievements are honored at end-of-trimester awards assemblies; certificates are issued for perfect attendance, academic achievement, good citizenship, Honor Roll, and Principal's Honor Roll. Students who have maintained a perfect attendance record for the entire school year are presented with a trophy. Students work as a team each week to gain the highest classroom attendance record; the winning class is congratulated each Friday over the intercom system.

After-school programs and clubs feature fun activities that promote academic enrichment and support. West Randall Elementary sponsors a Chess Club, Book Club, Computer Club, and arts & crafts classes. The after-school Homework Club offers a quiet, supportive environment to complete homework assignments independently or with assistance from certificated teachers.

Instructional Time

During the 2004-05 school year, all instructional time offered at West Randall Elementary exceeded state requirements. For the 2004-05 school year, West Randall Elementary offered 175 days of instruction for kindergarten classes. For Tracks A and B, 174 days of instruction were provided which were comprised of 130 regular days and 44 minimum days. Tracks C and D were provided 173 instructional days comprised of 130 regular days and 43 minimum days. West Randall Elementary utilizes minimum days for grade level meetings, staff meetings, staff development, leadership team meetings and office staff meetings.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,050	36,000
Tracks A & B		
1-3	52,882	50,400
4-5	54,182	54,000
Tracks C & D		
1-3	51,138	50,400
4-5	53,964	54,000

Class Size

West Randall 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 West Randall 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	23.2	2	4	
1	20.0	9		
2	19.3	9		
3	19.1	11		
4	26.6		7	
5	29.7		6	
Combo K-3	19.5	2		
Combo 4-5	26.0		1	
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	29.7		6	
1	19.5	8		
2	20.0	8		
3	19.4	9		
4	28.6		7	
5	26.5		6	
Combo K-3	19.0	1		
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	31.2		6	
1	19.8	9		
2	20.0	6	2	
3	19.5	8		
4	29.7		7	
5	26.0		7	
Combo K-3	19.0	1		

Combo classes are any combination of K-3 and 4-5 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)

West Randall 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, West Randall Elementary held three staff development days that focused on:

- Content Standards Writing
- Use of Open Court Writing
- Step Up to Writing
- English Language Development
- Use of Hampton Brown and Open Court English Language Development Components
- Language Acquisition Instruction to English Learners
- Classroom Management Techniques

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

West Randall 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 Albert Martin and Assistant Principal Denise Corbett work as a team, sharing the many responsibilities associated with elementary school operations.

Mr. Albert Martin has been in the educational field for over 17 years and has served the Fontana Unified School District for 8 years as both a teacher and a principal. Prior to joining West Randall Elementary at the beginning of the 2004-05 school year, Mr. Martin supported a variety of schools as a principal, assistant principal, and classroom teacher. Principal Martin holds a master's degree in educational administration, a bachelor's degree in biology, 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, and teacher representatives from each grade level (selected by their peers). The Leadership Team meets once a month to review implementation of the school plan, establish school policies and procedures, and discuss staff development activities.

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

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

instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-11 inclusive.

Library Resources

The school library is open from 8:00 a.m. to 3:30 p.m. and is staffed by a full-time library technician. The library features 19,073 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. Four Internet-accessible computers are available for research and Accelerated Reader testing. 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, West Randall Elementary had a total of 210 computers all classrooms had Internet access. On average, each classroom has four computers. The school has two computer labs that contain Internet-accessible workstations (one with 34 computers and one with 24 computers) which are used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the math, language arts/writing, social science, and science curricula. Students use classroom and lab computers for research, Study Island, Accelerated Reader, Accelerated Math, graphics presentations, and word processing.

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. West Randall Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by two special education teachers and two special education aides who provide full-day support in two special day classes. Two resource specialist teachers and two resource specialist aides provide individualized and small group instruction in the general education classroom and in the Student Support Center. 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. Two bilingual aides provide in-class support during language arts periods (45 minutes a day, two to three times a week); instruction focuses on reviewing previous class lessons, practicing language skills, and front-loading subject matter or skills for future lessons. Two English language learner (ELL) intervention teachers work with EL students in the Student Support Center to provide small group instruction for 45 minutes a day, two to three times a week as a supplement to language arts instruction. One of the ELL intervention teachers provides instruction to beginning level EL students focusing on basic English skills and front-loading Open Court lessons. The second ELL intervention teachers works with students with low proficiency level of the English language; instruction focuses on improving fluency and language acquisition skills so students experience success in the general education environment as quickly as possible. 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. GATE students are encouraged to participate in after-school Book Club, Chess Club, and arts & crafts classes. After-school programs are offered 60 minutes a day, between one to two days a week.

West Randall 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:

- Tutoring (grades 1-5) - teachers will recommend their students receive individualized tutoring before or after school. Teachers coordinate instruction based upon student's needs. Tutoring is typically provided for 60 minutes a day.

- Off-track Intersession: students in grades 2-5 who are 1) at risk of being held back in their grade and/or 2) are at Far Below Basic and Below Basic levels on the district assessment matrix are invited and encouraged to attend 40 hours of instruction during a two-week period (between trimesters). Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math.

- Focus Group Instruction: English learners and students who are at High Basic or Low Proficiency levels on the district matrix are recommended by their teachers to receive in-class tutoring in targeted areas. Tutoring is designed to help students master the skills needed to reach proficiency levels on district and state 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, West Randall Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. West Randall Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, the absent teacher's class is 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

West Randall 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 Success 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	0.4
Psychologist	1	0.5
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	1.0

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. West Randall 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, West Randall Elementary had 47 teachers who met all credential requirements in accordance with state guidelines.

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

	%
West Randall	93.9
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

	West Randall %	FUSD %
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	25.0	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	44.2	48.6
Bachelor's Degree	30.8	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	West Randall			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	55	51	52	1818	1780	1911
Teachers with Full Credential	48	47	47	1603	1635	1771
Teachers in Alternative Routes to Certification	7	1	7	120	63	168
Pre-Internship	5	2	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	13	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	13	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	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil 2004-05

Total Expenditures	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