Dorothy Grant Elementary School

7069 Isabel Lane, Fontana, CA 92336
(909) 357-5540
CDS Code: 36-67710-0102517

Serving Grades Pre-Kindergarten through Five

Anne Marie Cabrales, Principal
AnneMarie.Cabrales@fusd.net

2016-2017 School Accountability Report Card

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at *http://www.cde.ca.gov/ta/ac/sa/*.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at *http://www.cde.ca.gov/fg/aa/lc/*.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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.

Principal's Message

It is a pleasure to serve such a great community of amazing students, wonderful families and a dedicated staff. As I begin my 5th year at Dorothy Grant Elementary, I feel privileged to continue working with all of you! Our goals for Dorothy Grant Elementary are to ensure:

- All students will be on track for college and career readiness
- All students will be able to compete in the global community
- All students will be kind, compassionate caring individuals

These goals for our students at Dorothy Grant Elementary require a great commitment on the part of all key stakeholders. Parents, teachers, staff, our counselor, and I must support students daily and work collaboratively to ensure student success. Please work with us on the following:

- Demonstrate high expectations for academics, attendance, character and performance for your child daily
- Hold regular conversations with your child and your child's teacher about learning goals. Don't wait to have conversations about how to enrich their academics, character or interventions as needed
- Check homework, classwork and activities for your child's best work on a daily basis-- learning excellence begins at home and is built upon at school
- Hold daily conversations utilizing a rich vocabulary with your child-- learn new words and make learning language a daily habit
- Talk to your child about being a great citizen and being kind to others. Stand up for what is right in the world. We have zero tolerance for bullying!
- As adults, it is important that we model appropriate behavior when on school grounds or when conflict occurs-- your child is watching every move you make!
- Be an active participant at school at Dorothy Grant. We are home of the volunteers! Sign up to volunteer in the classroom, on the PTA/SSC/ELAC, and get to know your child's teacher and his/her friends
- Utilize online resources the school provides such as Lexia, Starfall, Mobymax, Discovery Education and Ten Marks for learning at home (see your child's teacher for passwords).

We look forward to working with you! Please check the calendar for upcoming events, check the Dorothy Grant PTA website, Dorothy Grant PTA Facebook page, and upcoming Dorothy Grant PTA Instagram site. Stay in the know!

School Profile (School Year 2017-18)

Dorothy Grant Elementary School opened its doors in August 2004 and was named after a prominent, nationally renowned civil rights leader who passed away in April 2013. It is a community school located in the middle of a residential neighborhood where most students walk to school. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth and requires parents to help out in classes.

Dorothy Grant Elementary School proudly earned the California Department of Education's 2013 Title I Academic Achievement Award and is a California Distinguished School. This prestigious honor is a reflection of the school's system of support for all students at all learning levels. Innovative intervention strategies and differentiated instruction greatly impacted schoolwide student performance to meet state and federal standards of excellence.

The use of technology is strongly emphasized throughout the curriculum and used as a tool to enhance class lessons. Each teacher has a laptop and LCD projector to expand instructional resources beyond the traditional textbook. Dorothy Grant Elementary utilizes the Response to Intervention Model to ensure that all students are learning and that differentiated instruction takes place within each student's grade level and learning level.

School Enrollment (School Year 2016-17)

The charts display student enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
K	141	103	86
1st	117	119	104
2nd	120	114	122
3rd	126	117	117
4th	102	123	114
5th	133	106	121

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	8.9%
American Indian or Alaska Native	0.2%
Asian	3.8%
Filipino	3.0%
Hispanic or Latino	72.3%
Native Hawaiian or Pacific Islander	0.5%
White	7.2%
Two or More Races	4.2%
EL Students	24.1%
Socioeconomically Disadvantaged	70.2%
Students with Disabilities	9.8%
Foster Youth	1.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	26	25	26	1539
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

School Facilities (School Year 2017-18)

Dorothy Grant Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 2004, the school sits on 10 acres and includes a library, a staff lounge, 28 permanent classrooms, three portable classrooms, a computer lab, a teacher's workroom, an enrichment room, a RSP room, a Speech Therapy room and a cafeteria/multipurpose room with a stage area. The school's garden, featuring a beautiful waterfall, is fully cared for by the students.

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at

Dorothy Grant Elementary School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in September 2017.

Campus Supervision

School police officers help direct traffic before and after school, as needed. Each morning before school starts, many staff members share supervisory duties and greet students as they arrive on campus. Two noon aides direct pedestrian and vehicle traffic; one noon aide is stationed on the playground; teachers are in front of the school, on the playground, in quad areas; and the principal supervises activities in front of the school. During recess, noon aides are on the playground to ensure students play safely. At lunch time, two noon aides monitor cafeteria activities while a noon aide circulates between the cafeteria and playground areas. When students are dismissed for the day, teachers escort their students to the designated exit areas, two noon aides direct traffic, and the principal circulates exit and school-front areas to ensure students depart in a safe and orderly manner.

Dorothy Grant Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus 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.

The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual, which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

Misassignments/Vacancies

	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facility Conditions

Date of Last Inspection: 05/01/2017

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		LOUNGE, RM D5, RM E2, RM E3, RM E4, RM F2, RM F3, RM F5, P-5, RM G4, RM G5, RM K2: WATER STAIN CEILING TILE. CAFETERIA: WATER STAIN CEILING TILE OVER SERVING AREA. RM D1: WATER STAINS CEILING TILES CORNER OF RM. RM D2, RM D4, RM E6, RM F1, RM G6: SMALL WATER STAIN CEILING TILES. RM E5: LAMINATE IS MISSING ON COUNTER. P-1: WALLPAPER IS TORN. WORK ORDERS SUBMITTED.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			RM E4: WATER STAIN IN LIGHT DIFFUSER. RM F6/ RSP: LIGHT PANEL IS OUT. RM G6: PROJECTOR IS NOT WORKING PROPERLY (PER TEACHER). WORK ORDERS SUBMITTED.
Restrooms/Fountains	X			RM G5: PUSH BUTTON IS LOOSE ON DRINKING FOUNTAIN. WORK ORDER SUBMITTED.
Safety (Fire Safety, Hazardous Materials)	X			P-1: NO SKID PAINT IS PEELING ON RAMP. RM G3: PAINT IS PEELING ON TRIM OF BUILDING. WORK ORDERS SUBMITTED.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			RM D1: PUSH BAR ON DOOR STICKS (PER TEACHER). WORK ORDER SUBMITTED.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Dorothy Grant Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and the principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Custodians inspect restrooms a minimum of four times per day and clean as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary, who forwards all work orders to the district's maintenance department. The Maintenance Department identifies the scope of the project, and assigns it 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.

Instructional Materials (School Year 2017-18)

Fontana Unified School District held a public hearing on September 27, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California.*

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Title	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
TK	English/Language Arts, English Language Development	World of Wonders*	McGraw Hill	2016	Yes	0.0%
K-5	English/Language Arts, English Language Development	Reading Wonders	McGraw-Hill	2016	Yes	0.0%
TK-5	Mathematics	My Math	McGraw Hill	2015	Yes	0.0%
TK-5	Science	California Science	Houghton Mifflin	2007	Yes	0.0%
TK-5	Social Science/History	California Social Studies	Houghton Mifflin	2006	Yes	0.0%

World of Wonders is part of the Reading Wonders Program

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016–17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. ***Because this was a pilot year, no Science scores will be disclosed.***

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress								
Percent of Students Meeting or Exceeding the State Standards								
Subject	**School**			**District**			**State**	
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	59	53	--	32	33	--	48	48
Mathematics (Grades 3-8 and 11)	--	44	44	--	19	19	--	36	37
Science (Grades 5, 8, and 10)	66	64	--	49	46	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
		English-Language Arts			Mathematics		
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**
All Students	360	357	99.17	53.22	356	99.16	44.38
Male	199	197	98.99	48.22	198	99.50	46.46
Female	161	160	99.38	59.38	158	98.75	41.77
Black or African American	37	37	100.00	32.43	35	97.22	25.71
Asian	13	13	100.00	69.23	13	100.00	61.54
Filipino	12	12	100.00	91.67	12	100.00	66.67
Hispanic or Latino	250	248	99.20	54.03	248	99.20	45.56
White	28	27	96.43	40.74	28	100.00	39.29
Two or More Races	18	18	100.00	66.67	18	100.00	50
Socioeconomically Disadvantaged	256	254	99.22	49.21	253	99.22	39.53
English Learners	112	110	98.21	46.36	111	99.11	48.65
Students with Disabilities	44	44	100.00	11.36	44	100.00	15.91

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

In the spring of each year, Dorothy Grant Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at *http://www.cde.ca.gov/ta/tg/pf/*.

Percentage of Students in Healthy Fitness Zone 2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.3%	24.2%	23.3%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2017-18)

Parents are encouraged to get involved in Dorothy Grant Elementary School's learning community. School events such as Back-to-School Night, Open House, Family Nights with an academic focus, and the PTA Book Fairs provide opportunities for parents to interact with school staff while supporting their child's academic programs. Teachers also host a number of sessions on various education, social, and parenting topics throughout the year. The School Site Council, Parent Advisory Committee, Parent Teacher Association, English Learner Advisory Council, and Title I Committee provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in both English and Spanish. The PTA school website is updated monthly to provide parents information regarding pertinent information about school activities and programs, special announcements, and educational activities. School staff send personalized letters home to parents to address individual concerns. TeleParent™, an Internet-based telephone messaging system, forwards personalized messages from school staff to each student's home. The principal makes announcements and shares information related to classroom activities, lessons, and upcoming events over the intercom system. The school marquee features current events announcements and reminders.

Contact Information

Parents seeking more information about getting involved in the school community may contact the community liaison at (909) 357-5540.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Dorothy Grant Elementary are guided by school rules and behavior expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior.

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

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are administered by class teachers for minor infractions. Students who continue making poor choices in conduct are referred to the principal for more serious consequences and parent conferences.

Administrators take into consideration the nature of the situation and past behavioral trends when addressing consequences and positive behavior strategies.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	0.25	0.00	0.55	0.00	0.00	0.00
District	6.11	3.60	4.20	0.04	0.04	0.08
State	3.79	3.65	3.65	0.09	0.09	0.09

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Bernie Bucks are earned by students who demonstrate good citizenship and for random incentives such as maintaining 100% attendance during testing weeks. Every Friday, students who have earned Bernie Bucks may deposit their "bucks" into the school drawing for special prizes and verbal recognition in classroom presentations. Students achieving outstanding efforts in academics, attendance, and citizenship are recognized at awards assemblies at the end of each trimester.

After-school programs feature fun activities that promote fitness, academic enrichment, and community service. Students are invited to participate in a structured, on-campus afterschool program sponsored by the Fontana Parks and Recreation Department, which meets daily until 6:00p.m. Activities include academic enrichment, tutoring, homework support, and fun recreational games.

Safe School Plan (School Year 2017-18)

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in October 2017. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

• 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
• Conflict resolution

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: *http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.*

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI		2008-2009
Year in PI		Year 3
# of Title I Schools Currently In PI	-	38
% of Title I Schools Currently In PI	-	86.4%

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, Professional Learning Communities, and Response to Instruction and Intervention. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. In the 2014-15 school year, no districtwide staff development days were provided. In the 2015-16 and 2016-17 school years, there were two districtwide staff development days.

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Class Size Distribution

The table indicates the average class size by grade, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	15	16	17	15	16	17	15	16	17	15	16	17
By Grade Level												
K	20	13	11	5	8	8	1	-	-	1	-	-
1	29	29	26	-	-	-	4	4	4	-	-	-
2	30	29	24	-	-	1	4	4	4	-	-	-
3	32	20	29	-	2	-	4	4	4	-	-	-
4	34	31	26	-	-	1	-	12	12	3	-	-
5	22	27	33	2	-	-	4	12	10	-	-	1

Counseling & Support Staff (School Year 2016-17)

Dorothy Grant Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services.

Student Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students. The academic counselor-to-pupil ratio is 1:664. The chart displays support staff available to students in the reporting year. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Aide	1	0.1
Adaptive PE Specialist	1	0.1
Communication Liaison	1	0.8
Counselor	1	0.5
Health Assistant	1	0.8
Instructional Support Teacher	1	1.0
Language/Speech/ Hearing Aide	1	0.2
Psychologist	1	0.4
School nurse	1	0.2
Speech & Language Therapist	1	0.4

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Dorothy Grant Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Technology Resources

Dorothy Grant Elementary School has an average of three computers in each third, fourth and fifth grade classroom and an average of two computers in each second and first grade classroom. Students use classroom computers for research and reinforcement of weekly class lessons. Dorothy Grant Elementary has two computer labs. One lab contains 32 Internet-accessible workstations and is used for whole class intervention to reinforce class lessons. The second lab contains 35 student computers and one teacher computer. This lab is used for student research, code writing, keyboarding skills, and after school intervention. Dorothy Grant Elementary Technology Team wrote a proposal and was awarded a technology grant in the Spring of 2016. The grant provided five classrooms with an 80 inch flat screen monitor, a teacher windows 10 tablet, Bluetooth projection camera, and ten student windows 10 tablets. Tablets are used for the integration of technology during direct instruction.

Each teacher determines the method to integrate technology into the curriculum. All computers host McGraw-Hill online resources, Discovery Streaming applications, Lexia Core 5 Reading, Mobymax and Compass Learning Math.

Dorothy Grant Elementary School provides state-of-the-art tools for students to be producers of technology rather than users. Some Kindergarten through Fifth grade classes are equipped with SMARTboards which are used to enhance the delivery of instruction and engagement in the classroom. All teachers are provided with a teacher laptop, document camera, projector, and classroom printer.

Availability of Additional Internet Access at Public Locations

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

• Fontana Branch Library: (909) 822-2321
• Fontana Lewis Library & Technology Center: (909) 574-4500
• Kaiser High School Public Library: (909) 357-5900 ext. 8029
• Summit High School Public Library: (909) 357-5950 ext. 3024

District Expenditures (Fiscal Year 2015-16)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2015-16 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at *http://www.cde.ca.gov/ds/fd/ec/*. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at *http://www.cde.ca.gov/ds/fd/cs/*. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: *http://www.ed-data.org*.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,748
From Supplemental/Restricted Sources	$705
From Basic/Unrestricted Sources	$5,043
District	
From Basic/Unrestricted Sources	$2,638
Percentage of Variation between School & District	91.2%
State	
From Basic/Unrestricted Sources	$6,574
Percentage of Variation between School & State	-23.3%

Salary & Budget Comparison (Fiscal Year 2015-16)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2015-16		
	District	State
Beginning Teachers	$45,574	$47,808
Mid-Range Teachers	$76,801	$73,555
Highest Teachers	$96,918	$95,850
Elementary School Principals	$119,579	$120,448
Middle School Principals	$123,780	$125,592
High School Principals	$133,617	$138,175
Superintendent	$256,520	$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	35.0%
Administrative Salaries	4.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	$82,432
District	$80,904
Percentage of Variation	1.9%
School & State	
All Unified School Districts	$79,228
Percentage of Variation	4%

District Revenue Sources (Fiscal Year 2016-17)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at *http://dq.cde.ca.gov/dataquest/* that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).