

Fontana Unified School District

Dorothy Grant Innovations Academy

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Nikia Owens
nikia.owens@fusd.net

SCHOOL INFORMATION

36677100102517
7069 Isabel Lane
Fontana, CA 92336
(909) 357-5540
<http://www.fusd.net>

SUPERINTENDENT

Miki R. Inbody
miki.inbody@fusd.net

DISTRICT INFORMATION

Fontana Unified School District
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-7600

BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student Services

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/>.
- 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.

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).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT GOALS

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

SCHOOL STATEMENTS

Principal's Message:

It is a pleasure to serve such a great community of amazing students, wonderful families and a dedicated staff. We feel privileged to continue working with all of you! Our goals for Dorothy Grant Innovations Academy 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 Innovations Academy require a great commitment on the part of all key stakeholders. Parents, teachers, staff, our counselor, and administration 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 nightly reading, 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 Dorothy Grant Innovations Academy. We are home of the volunteers! Sign up to volunteer, 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, Compass Learning Math, Mobymax, Discovery Education and Ten Marks for learning at home (see your child's teacher for passwords)
 - * Track your child's reading goals using Accelerated Reader Home Connection

We are proud to be one of the only two Code to the Future schools in the Inland Empire. All students in grades Kindergarten through five have access to Code to the Future curriculum.

We are very excited for this school year and 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

Dorothy Grant Innovations Academy 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 Innovations Academy 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 school became a Computer Science Immersion School in 2018 and implemented Code to the Future curriculum for all students K-5th with the inclusion of all special education classes.

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. Eleven classrooms are equipped with 75 inch flat screen Bluetooth T.V.s, with more classroom monitors planned for installation next year.

Every student in grades 3-5 is provided with a convertible laptop and in grades K-2 the ratio is one laptop for every two students. Dorothy Grant Innovations Academy also 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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	46.9
Male	53.1
Non-Binary	
American Indian or Alaska Native	0.1
Asian	5
Black or African American	8.1
Filipino	2.2
Hispanic or Latino	72.2
Native Hawaiian or Pacific Islander	0.1
White	8.6
Two or More Races	3.3
EL Students	14.6
Foster Youth	0.9
Homeless	1.2
Military	
Socioeconomically Disadvantaged	56.8
Migrant Education	
Students with Disabilities	12

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	87
1st	119
2nd	116
3rd	113
4th	124
5th	117
6th	0
Total	676

CONDITIONS OF LEARNING

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 tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.10	84.70	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.62	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.49	19.70	1.15	12,115.80	4.41
Unknown	4.00	13.19	407.00	23.67	18,854.30	6.86
Total Teaching Positions	30.80	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.80	98.91	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.90	1.82	11,953.10	4.28
Unknown	0.30	1.09	87.80	5.02	15,831.90	5.67
Total Teaching Positions	30.20	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.10	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.70	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/23/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	LOUNGE, RM D2, RM E4, RM F3, RM G2: 4. WATER STAIN CEILING TILE. CAFETERIA: 4. WATER STAIN CEILING TILE OVER SERVING AREA. RM E2, RM E3, RM G5, RM K3, P-5: 4. WATER STAIN CEILING TILES. COMP LAB: 4. WATER STAIN CEILING TILES AT VENT.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	P-2, P-3, P-4, P-5: 12. DRY ROT ON SIDING.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Age and Condition of Facilities

Dorothy Grant Innovations Academy 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, five portable classrooms, a computer lab, an innovations lab, a teachers' workroom, an enrichment room, an 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.

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 school site aides direct pedestrian and vehicle traffic; one school site 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, school site aides are on the playground to ensure students play safely. At lunch time, two school site aides monitor cafeteria activities while a school site 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 school site aides direct traffic, and the principal circulates exit and school-front areas to ensure students depart in a safe and orderly manner.

Dorothy Grant Innovations Academy 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.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Dorothy Grant Innovations Academy 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.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: relocation of AC unit for the Kindergarten building.

Facility Inspection Results

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 each 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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/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.

Adoption of Instructional Materials

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.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matemáticas / Adoption: 2015	Yes (State)	0
History / Social Science	Grades: K-3rd / Course: History/Social Science / Publisher: Houghton Mifflin / Series: California Social Studies / Adoption: 2006	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
Science	Grades: K-5th / Course: Science / Publisher: Imagine Learning / Series: Twig Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	51	34	47
Mathematics (Grades 3-8 and 11)	31	18	33
Science (Grades 5, 8, and 10)	31	16	29

Assessment Results by Student Group - English Language Arts

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	365	364	99.73	0.27	50.82
Male	200	199	99.50	0.50	51.76
Female	165	165	100.00	0.00	49.70
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	16	16	100.00	0.00	50.00
Black or African American	35	35	100.00	0.00	54.29
Filipino	--	--	--	--	--
Hispanic or Latino	272	271	99.63	0.37	50.18
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	27	27	100.00	0.00	48.15
Two or More Races	--	--	--	--	--
EL Students	54	54	100.00	0.00	22.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	199	198	99.50	0.50	43.94
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	48	48	100.00	0.00	18.75

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	366	363	99.18	0.82	30.58
Male	201	198	98.51	1.49	33.84
Female	165	165	100.00	0.00	26.67
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	16	16	100.00	0.00	56.25
Black or African American	36	35	97.22	2.78	31.43
Filipino	--	--	--	--	--
Hispanic or Latino	272	270	99.26	0.74	27.41
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	27	27	100.00	0.00	37.04
Two or More Races	--	--	--	--	--
EL Students	54	54	100.00	0.00	14.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	200	197	98.50	1.50	28.43
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	48	47	97.92	2.08	14.89

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	119	118	99.16	0.84	31.36
Male	69	68	98.55	1.45	30.88
Female	50	50	100.00	0.00	32.00
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	89	98.89	1.11	31.46
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	16	16	100.00	0.00	6.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.48	1.52	27.69
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	5.00

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	730	709	254	35.8
Female	345	330	112	33.9
Male	385	379	142	37.5
Non-Binary				
American Indian or Alaska Native	1	1	1	100
Asian	40	38	9	23.7
Black or African American	67	61	20	32.8
Filipino	16	15	0	0
Hispanic or Latino	516	504	199	39.5
Native Hawaiian or Pacific Islander	1	1	0	0
White	62	62	17	27.4
Two or More Races	25	25	8	32
EL Students	116	110	41	37.3
Foster Youth	9	9	1	11.1
Homeless	9	9	4	44.4
Military				
Socioeconomically Disadvantaged	431	417	181	43.4
Migrant Education	0	0	0	0
Students with Disabilities	92	91	49	53.8

PARENT ENGAGEMENT

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

Parents are encouraged to get involved in Dorothy Grant Innovations Academy'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.

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.

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. 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

SUSPENSIONS AND EXPULSIONS

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. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0	0	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	1352

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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 and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	0.8

COUNSELING AND SUPPORT SERVICES

Dorothy Grant Innovations Academy 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 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 Innovations Academy'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.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	13	46	17	16	1	1		4	4		1	
1st	21	42	19	2	3	3	8	4	4		1	
2nd	25	39	20	1	4	2	8	4	5		1	
3rd	18	44	19	2	3	3	4	4	4		1	
4th	22	40	41	3	3	3	12	4	4		2	2
5th	22	40	39	5	3	3	12	4	4		2	2
6th												
Other	50	18	179		1		1		1	2		1

DISTRICT REVENUE SOURCES

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,065
School: From Supplemental/Restricted Sources	\$ 1,357
School: From Basic/Unrestricted Sources	\$ 5,708
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-5.76 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-13.44 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES

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.

2020-21 Average Teacher Salary	
School	\$ 84,531
District	\$ 89,523
Percentage of Variation between School & District	-5.58 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	-0.98 %

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Dorothy Grant Innovations Academy 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.

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.