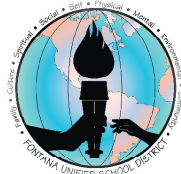


SOUTH TAMARIND ELEMENTARY SCHOOL

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



Grades PreK-5
Joanne Thoring, Principal
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2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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Division of Student Support

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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 instructional materials were acquired October 2006 and school facilities information was acquired in June 2007.

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and community members with information about the school's instructional programs, student achievement, and demographics.

The staff at South Tamarind Elementary School strives to provide for maximum learning opportunities for all students. We believe that continuous improvement in the instructional program allows for increased student achievement and that quality education for all students can be achieved through high standards for academic performance and behavior. We are fortunate to have strong family/school partnerships and a dedicated staff that is committed to providing the best education possible for South Tamarind students.

Parent Involvement

Parents are encouraged to get involved in South Tamarind Elementary's learning community by volunteering in the classroom, attending school events, or sharing in the decision-making process. Events such as Back to School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are invited to "Chats with the Principal" every other month to share their concerns or discuss school programs. Parent education activities include Community Based English Tutoring (for parents who want to effectively support their child at home) and Bright Start (six-week program to teach parents how to help

their children with literacy skills). The School Site Council, Parent Teacher Association, Superintendent's Advisory Council, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in English and Spanish. The monthly school newsletter features messages from the principal and assistant principal, information on how to improve attendance, school activities, parent tips, and general educational issues. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The school marquee notifies parents of upcoming events. Parents seeking more information about volunteering their time to the school community may contact the principal at (909) 357-5760.

School Profile

South Tamarind Elementary School is a multi-track, year-round school serving 848 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.

Attendance is a critical component in academic success. South Tamarind Elementary takes measurable efforts to emphasize the value of being on time and in class every day with students and parents.

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.

The South Tamarind School community is dedicated to maximizing the personal, social, and academic successes of each child by providing a safe and challenging environment where all students work cooperatively and actively participate in the process of learning. Every staff member celebrates the school's successes and continues to recognize strategies for improving academic achievement of ALL students.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at South Tamarind Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with 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. Using the matrix, Fontana Unified School District and South Tamarind Elementary provided individualized intervention programs for those students not meeting grade level proficiency 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.

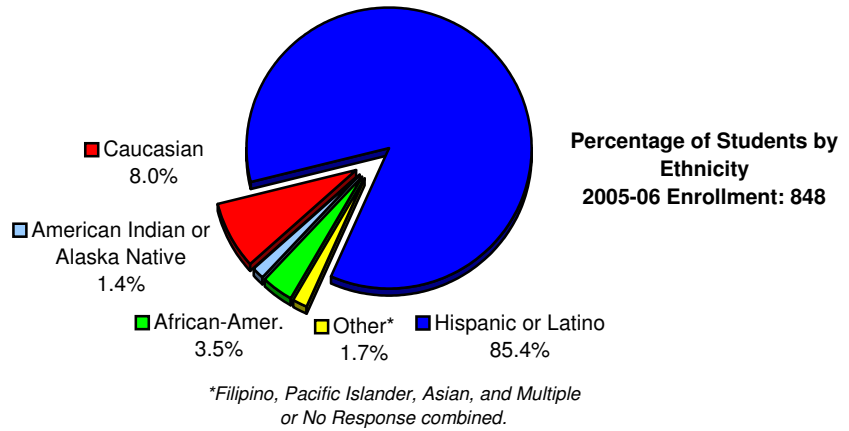
Standardized State Assessments

Students at South Tamarind Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Apenda 3 (as of 2005-06), 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,



District Administered Assessments

Percentage of Students Scoring at Proficient & Advanced Level

2003-04						
Grade	K	1	2	3	4	5
Reading	74%	63%	21%	20%	12%	13%
Math	83%	63%	57%	62%	42%	22%
Writing	N/A	52%	50%	49%	21%	33%
2004-05						
Grade	K	1	2	3	4	5
Reading	50%	20%	34%	39%	22%	40%
Math	81%	59%	68%	62%	46%	30%
Writing	N/A	44%	58%	45%	39%	57%
2005-06						
Grade	K	1	2	3	4	5
Reading	N/A	39%	66%	42%	41%	48%
Math	85%	45%	80%	66%	29%	28%
Writing	N/A	57%	66%	67%	56%	70%

CAT/6 Test Results

All Students

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

	South Tamarind			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	25	24	23	29	27	28	43	41	42
Math	39	32	44	39	41	39	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 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)

2005-06

	South Tamarind						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*	*		18		*
Math	*	*	*		38		*

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results

Other Numerically Significant Subgroups

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

2005-06

	South Tamarind					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	30	16	10	23	*	*
Math	55	35	38	44	*	*

spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. 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, South Tamarind 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."

Upon completion of the 2005-06 fitness exam, 6.4% fifth grade students scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

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.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	South Tamarind			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	19	26	30	20	25	28	36	40	42
Math	31	37	35	23	26	27	34	38	40
Science	11	11	12	9	11	18	25	27	35
History				16	18	17	29	32	33

Only grades 5, 8, and 10 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 2005-06							
	South Tamarind						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	26	*	*	*	29	*	35
Math	35	*	*	*	34	*	40
Science	*	*		*	14	*	13
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06						
	South Tamarind					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	26	33	22	30	3	*
Math	37	33	30	35	9	*
Science	14	10	5	12	5	
History						

Academic Performance Index (API) Three-Year Performance Comparison				
	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank		3	3	3
Similar Schools Rank		6	4	7
Results	2006 API Score	Increase/Decrease in API		
		03-04	04-05	05-06
Schoolwide - All Students	697	-9	33	10
Ethnic Subgroups				
Hispanic or Latino	698	-11	29	16
Other Subgroups				
Economically Disadvantaged	697	-12	40	10
English Learners	685	**	**	16

***A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.*

- 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 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Although South Tamarind Elementary met all 2006 AYP criteria for the second consecutive year and therefore exited program improvement status.

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 attending PI schools may transfer to a non-PI school within their district.

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/.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	South Tamarind FUSD	
	Tamarind	FUSD
Overall School Results	Yes	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 24.4%		
Math	Yes	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		
Graduation Rate*	N/A	No

*Graduation Rate applies to grades 9-12 only.

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 2005-06, South Tamarind Elementary did not participate in Title I Program Improvement and is therefore not required to comply with Title I Program mandates.

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/.

Title I Program Improvement (PI) Status

	South Tamarind FUSD	
	Tamarind	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-07
Year in PI	N/A	1
Year Exited PI	2005-06	N/A
No. of Schools Currently in PI	9	
Percent of Schools Currently identified for PI	22.0	

School Facilities & Safety

South Tamarind Elementary takes great pride in providing students with a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1951; since that time, additional classrooms have been added throughout the years to accommodate increased enrollment. Original facilities underwent modernization over a three-year period concluding in 2003. Ongoing maintenance by site custodians and district trade specialists ensure facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1951
Acreage	8.54 ac
Square Footage	50,060
	Qty.
# of Permanent Classrooms	21
# of Portable Classrooms	18
# of Restrooms (student use)	4 sets
Library	1
Cafeteria	1
Staff Lunch Room/Work Room	1
Cafeteria/Multipurpose Room	1

Campus Supervision

School staff take every opportunity to make sure students remain safe on campus. Before school starts, breakfast is served in the cafeteria and is supervised by two supervision aides. Each morning as students arrive for class, supervision aides and assigned teachers monitor the front and back entrance gates. Kindergarten students are required to be escorted to their classroom by a parent/guardian. During recess, one teacher and supervision aides monitor playground activities. At the end of the school day, all kindergarten and preschool students must be picked up from their classroom by a parent/guardian. First and second grade students are escorted to the brunch area to be picked up by their parent/guardian. The remaining grades are escorted to the front and rear gates to ensure a safe and orderly departure. Two crossing guards help students cross the nearby streets safely. South Tamarind 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 and updated in fall 2005. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. 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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession 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 who identifies the scope of each project and then assigns the projects 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. The custodian, office personnel, school administrators, and a supervision aide carry hand-held radios to facilitate immediate communications regarding safety and emergency issues.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to South Tamarind Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day by the custodians and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Middle School at least twice a year. A formal inspection report is filed annually 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 21, 2006. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection Most Recent Inspection: July 21, 2006

Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	No*
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

* Room 20 - fire extinguisher is out of date.
100% of restrooms fully operational during the 2005-06 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 2005-06 school year, South Tamarind Elementary received \$19,154.60 for roofing repairs (\$18,250.00) and repair of asphalt and concrete on campus (\$904.60).

Classroom Environment

Discipline & Climate for Learning

Students at South Tamarind Elementary are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. School

staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are applied in the classroom, students who continue demonstrating poor conduct are referred to school administrators. When determining appropriate consequences, administrators take into consideration past behavioral trends when addressing consequences for poor choices in behavior. Student discipline is always dealt with in a fair, firm, and consistent manner.

Suspensions & Expulsions			
South Tamarind			
	03-04	04-05	05-06
Suspensions (#)	34	19	68
Suspensions (%)	3.89%	2.15%	8.02%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	03-04	04-05	05-06
Suspensions (#)	1022	1107	1040
Suspensions (%)	4.91%	5.37%	5.18%
Expulsions (#)	16	14	7
Expulsions (%)	0.08%	0.07%	0.03%

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.

At the beginning of the school year, school rules and behavioral expectations are shared with students at discipline assemblies. The assistant principal visits each classroom during the first few weeks of school to explain students' responsibilities on campus. Students are reminded throughout the school year with classroom visits from the assistant principal and flyers sent home to parents.

Each morning after students settle into their first class of the day, the principal delivers a daily bulletin which helps set a positive tone for the rest of the day. The principal delivers thought-provoking messages designed to teach and inspire students in understanding core ethical values and developing caring behaviors (Project Wisdom).

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Each teacher has adopted their own classroom incentives rewarding academic, citizenship, and attendance efforts on a monthly basis. At the end of each trimester, students are recognized in their individual classrooms for outstanding academic accomplishments, showing improvement, maintaining perfect attendance, and demonstrating positive behavior. At the end of the school year, an awards assembly is held to honor students for the individual accomplishments in academics, citizenship, and attendance. Students earning perfect attendance each trimester are invited to special activities that have included the Mobile Recreation Unit and pizza and ice cream parties.

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. Three times

a week, South Tamarind Elementary sponsors a dance class featuring jazz, tap, and modern styles of dance. Students are encouraged to join the after-school science program and Chess Club.

Instructional Time

During the 2005-06 school year, all instructional time offered at South Tamarind Elementary exceeded state requirements. For the 2005-06 school year, South Tamarind Elementary offered 175 days of instruction comprised of 137 regular days and 38 minimum days. South Tamarind Elementary utilizes minimum days for teacher meetings, grade level meetings (discussing topics selected by the principal), staff meetings, and mandatory staff training.

Instructional Minutes		
2005-06		
Grade Level	Actual Minutes Offered	State Requirement
K	36,050	36,000
1-2	53,905	50,400
3-5	55,275	54,000

Class Size

The below 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				
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.9	10		
1	21.0		6	
2	19.7	6		
3	20.5	2	4	
4	29.8		4	
5	31.5		4	
Combo K-3	20.0	1		
Combo 4-5	30.0		1	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.9	8	1	
1	19.4	6	2	
2	18.6	7		
3	19.6	7		
4	28.2		4	1
5	31.2		2	3
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.1	10		
1	19.3	6	2	
2	19.9	6	1	
3	17.0	7		
4	29.3		4	
5	30.5		4	
Combo 4-5	26.0		1	

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

South Tamarind 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 South Tamarind Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining a 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	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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 2005-06 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
- Health Adoption Training (K-5, 7, & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Technology
- Shining Star Adoption Training

South Tamarind 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 2005-06 school year, South Tamarind Elementary held three "Buy Back" (staff development) days that focused on:

- Open Court (reading) Training and Evaluation for Skillful Implementation
- Accelerated Reader Training
- Six Traits of Writing

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

South Tamarind Elementary's principal works closely with the assistant principal and the Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Joanne Thoring and Assistant Principal Lynnette Browning work well as a team, sharing many of the administrative duties associated with elementary school operations. The principal is responsible for

overall administration of the school and mentoring the assistant principal. The assistant principal oversees schoolwide discipline, attendance, and administration of state and district assessments.

Ms. Joanne Thoring has been in the educational field since 1972 and has served the Fontana Unified School District since 1987. Ms. Thoring will enter her ninth year as principal of South Tamarind at the beginning of the 2007-08 school year. Principal Thoring holds a master's degree in school administration, a bachelor's degree in human services, 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, reading coach, site program specialist, and designated teacher representatives from each grade level. The Leadership Team meets once a month to discuss instructional program implementation and practices as well as discuss staff development needs.

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, that are aligned to the academic content standards and consistent with the cycles and content of the

curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11 inclusive.

Library Resources

The school library is open from 7:00 a.m. to 4:00 p.m. and is staffed by a full-time library specialist. The library features 10,023 titles in English and 140 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Two Internet-accessible computers are available for research. 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 2005-06 school year, South Tamarind Elementary had a total of 237 computers; all classrooms had Internet access. On average, each classroom has between six to eight computers. One of the classrooms serves as a computer lab which features 32 Internet-accessible workstations, some of which are equipped with wireless technology. Each teacher determines the method to integrate technology into the language arts and math curricula. Students use classroom and lab computers for research and keyboarding activities, preparing graphics presentations, and accessing educational-based programs such as Accelerated Reader, Accelerated Math, and Study Island. All classrooms are equipped with a teacher's laptop (as of July 2006-07) and an LCD projector to enhance class lessons and access supplemental resources.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. South Tamarind 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.

District Adopted Textbooks (Grade K-6)

Subject	Publisher	Grades	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	K-5	2003
	Hampton Brown: <i>Into English</i>	K-5	1998
	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	6	2003
	Hampton Brown: <i>High Point</i>	6	2003
Math	Scott Foresman: <i>California Mathematics</i>	K-5	2001
	McDougal Littell: <i>Mathematics Concepts and Skills</i>	6	2001
Science	McGraw-Hill; <i>Science</i>	K-3	2001
	Houghton Mifflin; <i>California Discovery Words Science</i>	4-5	2001
	Prentice Hall; <i>Focus on Earth Science</i>	6	2001
Social Science	Houghton Mifflin; <i>Social Studies</i>	K-5	1991
	Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	2006

The school's special education program is staffed by two special education teachers and special education aides who provide full-day instruction in two special day classes. One resource specialist and one resource specialist aide provide small group and individual instruction in the general education classroom and in the resource teacher's classroom. The speech/language specialist and psychologist each have their own work area to provide student services. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Three bilingual aides collaborate with each EL student's teacher to develop instructional strategies to meet language and fluency levels. Bilingual aides provide in-class small group and individualized instruction focused on helping students with current class lessons, reinforcement of skills, and front-loading subject matter or skills for future lessons. Fourth and fifth grade English Learners (beginning level) participate in the English Language Acquisition Program as a supplement to their standard language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. ELAP instruction takes place after school three days a week for 60 minutes each day. Teachers take a team teaching approach to provide English Language Development (ELD) instruction. At each grade level, students switch classrooms and are grouped by their language fluency. For 38 minutes a day, students receive ELD instruction at their learning level. Instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. 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. After-school GATE enrichment activities are provided throughout the year and focus on a specific theme introduced by the GATE teacher.

South Tamarind 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: some teachers offer 30 minutes of individualized tutoring before school. Instruction is arranged through parent notification and consent.
- Essential Skills: teachers review assessment data to identify groups of students who need tutoring in specific skills to reach proficient levels in language arts and math. Identified students receive 60 minutes of targeted instruction four days a week for a designated term. Students at risk of being retained or at the Basic level on the district's assessment matrix are referred to the program.

- Grade Level Intervention: grade levels teams develop individualized after-school intervention programs. Participation is arranged through parent notification and consent.
- Targeted Tutoring: students in grades K-5 participate in after-school tutoring sessions for 60 minutes a day, one day a week to receive specially-designed tutoring from certificated staff; instruction focuses on specific skills needed to reach the proficient level.

- 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, may be 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.

Professional Staff

Teacher Assignment

For the 2005-06 school year, South Tamarind Elementary had 35 teachers who met all credential requirements in accordance with state guidelines.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent 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:

Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, South Tamarind Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available, the absent teacher's class is divided and students are placed in another class within the same grade level.

Teacher Credentials & Assignments

	South Tamarind			FUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	37	41	38	1780	1911	1823
Teachers with Full Credential	34	40	35	1635	1771	1723
Teachers without Full Credential	3	1	3	155	140	100
Teachers in Alternative Routes to Certification	1	2	0	63	168	91
Pre-Internship	2	1	0	47	9	0
Teachers with Emergency Permits	0	1	1	56	34	33
Teachers with Waivers	0	0	0	0	2	0
Teachers Teaching Outside Subject Area	0	0	0	35	60	34
Teacher Misassignments - Total	11	0	9	**	73	392
Other Misassignments of Certificated Staff	0	0	0	45	15	13
Teacher Misassignments for English Learners	11	0	9	1404*	58	379
Teacher Vacancies	0	0	0	0	0	4

*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.

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
South Tamarind	91.4	8.6
District Totals		
All Schools	89.0	11.0
High-Poverty Sch.	94.0	6.0
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels

	2005-06	
	South Tamarind %	FUSD %
Doctorate	2.6	1.4
Master's Degree plus 30 or more semester hours	18.4	35.1
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	65.8	50.8
Bachelor's Degree	13.2	11.0
Less than a Bachelor's Degree	0.0	1.3

Counseling & Support Services Staff

South Tamarind Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06

	No. of Staff		FTE
	Staff	FTE	
Counselor	1	0.5	
Psychologist	1	0.4	
School Nurse	1	0.2	
Health Assistant	1	1.0	
Adaptive PE Specialist	1	0.1	
Adaptive PE Aide	1	0.1	
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. South Tamarind 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.

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: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2004-05		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,293	\$37,540
Mid-Range Teacher Salary	\$61,162	\$59,426
Highest Teacher Salary	\$77,184	\$73,925
Average Principal Salaries:		
Elementary School	\$102,289	\$96,377
Middle School	\$97,640	\$100,144
High School	\$110,198	\$109,130
Superintendent Salary	\$185,400	\$185,251
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.6%	40.9%
Administrative Salaries	5.0%	5.3%

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2004-05					
Expenditures Per Pupil	Dollars Spent per Student				
	South Tamarind	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,149	\$7,114	72.4%	N/A	N/A
Restricted (Supplemental)	\$1,241	\$2,311	53.7%	N/A	N/A
Unrestricted (Basic)	\$3,908	\$4,803	81.4%	\$4,743	82.4%
Average Teacher Salary	\$53,873	\$54,086	99.6%	\$57,560	93.6%

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 approximately \$2,265 per student in federal, state, and local aid for the following categorical, special education, and support programs:

21st Century	School Safety
Class Size Reduction	Smaller Learning Communities
Comprehensive School Reform	Special Education
Early Intervention	Staff Development
Dropout Prevention	State & Federal Preschool
Gifted & Talented Education	Supplemental Technology
High Priority Schools	Tenth Grade Counseling
Instructional Materials	Title I, III, & V
Parent Education	Tobacco Use Prevention
Peer Assistance & Review	Career & Vocational Education
Reading First	
School Improvement	