

NORTH TAMARIND ELEMENTARY SCHOOL

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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about North Tamarind Elementary's instructional programs, academic achievement, materials, facilities, and the staff. Information about Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement. We greatly appreciated the efforts of Mrs. Garibay in continuing our Parent Education program focusing on topics such as raising parent expectations for students, as well as, organizing parent volunteers, English classes, and field trips to local universities. The PTA also did an excellent job of organizing monthly family nights and our third annual Spring Festival.

We have made a commitment to provide the best educational program possible for our students, including full implementation of the Open Court Reader 2002 language arts program and a school-wide leveled English

Language Development (ELD) program. The excellent quality of our program is a reflection of our highly dedicated staff. When spring 2007 test results were released, the staff was pleased to see official published reports from the state indicating that we had made Adequate Yearly Progress (AYP) in all areas and stayed out of Program Improvement (PI) status.

We want to ensure our school is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential. The programs available to students include a Reading Coach, a Title I Teacher, Intersession, and After-school Programs for students not making progress in language arts and mathematics. Staff development focuses on literacy, ELD strategies, and Professional Learning Communities. Additionally, many students participated in extracurricular activities such as Science Fair, History Day, and Writers Showcase. Thanks to the extraordinary efforts of Hands On Inland Empire, the Home Depot,

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

and our own school district, the school campus received an extreme makeover including many colorful murals and new basketball courts. The school district also completed four new classrooms and a new larger library, and is in the process of completely re-landscaping the front of the school.

When asked why they are coming to school each day, students are expected to respond that they are coming to school to learn and to become better people. Likewise, the purpose for school staff members coming to work is to help students to learn and to become better people. This focus is reflected in our School Mission Statement which now simply states: The North Tamarind Community is Learning to Live and Living to Learn.

Parent Involvement

Parents are encouraged to become involved in North Tamarind Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parent volunteers receive formal training before working in the classroom and helping with lesson preparation. Events such as Back to School Night, Open House, Family Nights, Spring Festival, Donuts with Dad, and Muffins with Mom provide opportunities for parents to interact with school staff while supporting their child's academic programs.

The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parent education workshops related to current student assignments, parent field trips to universities, and CBET (Community Based English Tutoring) classes provide resources for parents to successfully help and support their child's academic efforts at home. Parents seeking more information on how to get involved in the school community may contact Ruth Zuniga (instructional support teacher) at (909) 357-5680.

School-to-home communication takes place through the monthly school newsletter, the *Tamagram*, which features a message from the principal, messages from the PTA, updates on what's happening in school, parent education information, and the school calendar. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Flyers and the school marquee highlight important dates, reminders, and current events. All communication is provided in English and Spanish.

School Profile

North Tamarind Elementary School is a single-track, year-round school serving 571 students in kindergarten through sixth grade, including 11.7% in special education, 48.7% qualifying for English learner support, and 86.5% qualifying for free or reduced price lunch. 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. North Tamarind hosts the district's Early Childhood Education program on campus and is open to 3-4 year olds that have an Individual Education Plan. All school staff believe that quality education for all students be achieved through establishing high standards for academic performance and behavior. Teachers work together to identify the instructional needs of each student and provide the resources for each to be successful.

Percentage of Students by Ethnicity 2007-08 Enrollment: 571

African-Amer.	2.8%
Amer. Indian or Alaskan Native	0.5%
Caucasian	4.4%
Asian	0.7%
Filipino	0.2%
Hispanic or Latino	91.2%
Pacific Islander	0.2%

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at North 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 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 North 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 North Tamarind Elementary School 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 a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <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 (page 3) 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>.

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

	North Tamarind			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	32	33	37	28	30	34	42	43	46
Math	40	36	38	27	27	30	40	40	43
Science	15	27	21	18	23	31	35	38	46
History				17	17	19	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	North Tamarind						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*	*	*		36		44
Math	*	*	*		38		31
Science	*	*			21		
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	North Tamarind					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	38	34	32	36	4	
Math	42	32	41	38	11	
Science	22	19	3	21	*	
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

	API Rank		
	2005	2006	2007
Statewide Rank	3	3	3
Similar Schools Rank	6	7	7

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	721	33	5	10
Ethnic Subgroups				
Hispanic or Latino	722	34	6	12
Other Subgroups				
Economically Disadvantaged	721	33	6	9
English Learners	720	45	25	13

Physical Fitness

In the spring of each year, North 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 2007-08 fitness exam, 11.1% of 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; 35.2% of elementary and middle school students must

be proficient in language arts and 37% 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 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	North	
	Tamarind	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

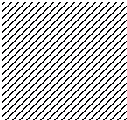
No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide 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 2007-08, North Tamarind Elementary qualified for schoolwide Title I funding and is therefore required to comply with Title I requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress

calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

Title I Program Improvement (PI) Status

PI Status	North	
	Tamarind	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		

The statistical information in this table reflects the PI status during the 2008-09 school year.

School Facilities & Safety

North Tamarind Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1951. Additional classroom buildings were added in 1953 and 2004. Modernization efforts were completed in 2003. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

2007-08 Campus Improvements:

- Painted murals on exterior walls
- Installed new tetherball equipment
- Resurfaced basketball court
- Landscaped front of school - provided through donations and support from "Hands-on Inland Empire" and Home Depot

Campus Description

Year Built	1951
Acreage	9.55 ac
Square Footage	47,228 sf
	Qty.
# of Permanent Classrooms	25
# of Portable Classrooms	14
# of Restrooms (student use)	5 sets
Library	1
Computer Lab	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria	1

Campus Supervision

As students arrive on campus, teachers, administrators, and noon aides are stationed at strategic locations to supervise students. The

principal and one noon aide greet students in the student drop-off area; teachers and noon aides are on the playground and in the cafeteria supervising breakfast. During recess, two teachers and the noon aides are assigned to the playground to ensure students play safely. At lunch time, five noon aides and one instructional aide oversee cafeteria and playground activities. At the end of the school day, teachers escort their classes to the exit areas. Noon aides and teachers are stationed at exit gates to students depart safely. One crossing guard helps students cross the parking lot every morning and afternoon. North 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 current plan was reviewed, updated, and discussed with school staff in March 2008. 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.

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. The maintenance department then identifies the scope of each

project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian and two full-time evening custodians are assigned to North 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 safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at North Tamarind Elementary 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 February 21, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection:				
February 21, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Kitchen: Replace lock on east side entry door. Adjust the shut off switch for the overhead fan system.
Interior Surfaces (walls, floors, and ceilings)	✓			Rooms 8, 10, 17, 24, 27, 35, 40, 43, 45: Replace stained ceiling tiles.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			Rooms 31, 32: Repaint ramp with non-skid surface. Rooms 38, 39: Repair deteriorated wood surfaces on ramps. Playground: Repair the broken blue curbing on the NW side of the office.
Fire Safety	✓			Counselor West: Replace out-of-date fire extinguisher
Electrical (interior and exterior)	✓			Room 34: Replace missing cover plate on electric outlet on east wall. Boys' Restroom by 14: Repair the countersunk light switch, so it is flush with the wall.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms 8, 10, 17, 35, 43, 45: Check for roof leaks.
Overall Cleanliness	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Outside	Windows/Doors/Gates/Fences	1) Case (S of 44) had no lock 2) Two caps off posts on (E) fence between P33 and P34	1) WO#66323 completed 9/12/08 2) WO#66327 completed 9/11/08
Room 36	Interior Surfaces	Stained ceiling tile	WO#66330 completed 9/18/08
Auditorium/MPR	Fire Safety	No monthly inspection on fire extinguisher annotated	
Kitchen	Fire Safety	No monthly inspection on fire extinguisher annotated	No work order, site issue
Outside	Drinking Fountains	(e) OF Room 16 drinking fountain had no water	WO#66329 completed 9/10/08
Outside	Overall Cleanliness	Some weeds and trash between several of the (N) portables	Corrected

Cards. The most recent facility inspection completed by the county took place on August 26, 2008. Results of the inspection and corrective action taken by the district are provided in table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

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 2007-08 school year, North Tamarind Elementary did not receive deferred maintenance funds for campus upkeep projects.

Classroom Environment

Discipline & Climate for Learning

Students at North Tamarind Elementary are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. North Tamarind Elementary follows the PeaceBuilders® philosophy as a resource and reference for teaching students about acceptable behavior and good citizenship. The teachers introduce and follow up on the principles of the PeaceBuilders® program through classroom discussions. During the teachers' presentations, character education topics are supplemented with discussions on sexual harassment, bullying, and other unacceptable forms of conduct.

	Suspensions & Expulsions		
	North Tamarind		
	05-06	06-07	07-08
Suspensions (#)	17	27	10
Suspensions (%)	3.04%	4.96%	1.75%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD		
	Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	1040	977	707
Suspensions (%)	5.18%	4.75%	3.59%
Expulsions (#)	13	10	3
Expulsions (%)	0.06%	0.05%	0.02%

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.

Teachers review and discuss school rules and behavior expectations with students in their classroom at the beginning of the school year. The principal conducts a discipline assembly during the first few weeks of school to discuss school policies and the range of consequences for poor conduct. Each student is provided a student handbook which contains academic, behavior, and safety policies. All sixth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers. Throughout the year, students are reminded of their academic and behavior responsibilities in their classroom and through teacher-prepared notices sent home to parents. A progressive discipline approach is taken when students continue having trouble following school rules.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students with perfect attendance each month are presented with a pencil by the principal at classroom presentations. Each week, the classroom with the highest attendance rate receives the traveling trophy. At monthly assemblies, students are selected to receive Student of the Month and PeaceBuilders® awards for academic accomplishments and demonstrating good citizenship. One student from each class is selected to read their Writer's Showcase story at the monthly assembly. At the end of each trimester, students meeting academic, behavior, and attendance criteria are honored at schoolwide assemblies.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to participate in Girl Scouts, gymnastics, a variety of intramural sports, yearbook club, and the school gardening club. Students entering the science fair and in the Gifted and Talented Education program meet after-school to work on their projects. The after-school SMARTKids program has a Running Club activity once a week.

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.0	4		
1	19.8	4		
2	20.3	3	1	
3	18.5	4		
4	24.7		3	
5	31.7	1		2
6	23.7		3	
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.5	2	2	
1	17.0	4		
2	18.5	4		
3	17.0	4		
4	31.5		2	
5	28.0		2	
6	30.3		3	
Combo 4-6	26.0		1	
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	13.7	6		
1	20.0	2	2	
2	20.5	2	2	
3	19.0	4		
4	30.0		2	
5	30.0		2	
6	25.7		3	
Combo 4-6	26.0		1	

Combo classes are any combination of 4-6 grades.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. North Tamarind

Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, North Tamarind Elementary held four staff development days that focused on:

- Professional Learning Communities: collaborating in teams to achieve common goals
- Mapping Classroom Lessons
- ELD Assessment
- Introduction to Writing (Open Court Reading)
- Take Action - Grade Level Collaboration
- Hardware and Software Review
- Introduction to PowerPoint Presentations

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	4

North Tamarind Elementary's Reading First coach works with teachers to provide training and feedback on effective instructional strategies. 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.

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

District Adopted Textbooks			
	Publisher	Grades	Year Adopted
Language Arts			
	Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
	Hampton Brown; <i>Into English</i>	K-5	1998
	Holt, Rinehart and 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	2008
	McDougal Littell; <i>Mathematics Concepts and Skills</i>	6	2008
Science			
	Houghton Mifflin; <i>California Science</i>	K-6	2007
Social Science			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006
	Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	2006

for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's 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. 08-46 which certifies as required by Education Code §60119, that (1) 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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:30 a.m. to 4:00 p.m. and is staffed by a full-time library specialist. The library features over 20,000 titles in English and more than 400 titles in Spanish for students to check out. Students have access to additional resources such as 4 sets of English language encyclopedias, 2 sets of Spanish language encyclopedias, 2 sets of science encyclopedias, 1 set of career encyclopedia, 1 set of Foreign Culture Americans encyclopedia, various thesaurus, 1 set of Spanish language dictionaries, sports, biographical, American History and science dictionaries, Bartlett's Familiar Quotes, the United States Constitution, an atlas, and 7 magazine titles. Six Internet-accessible computers are available for electronic title searches (card catalogue) and Accelerated Reader testing. Students visit the library with their class at least once a week; students may visit the library on their own before school, during lunch, and after-school.

Technology Resources

During the 2007-08 school year, North Tamarind Elementary had a total of 110 computers. Students use computers for Study Island, Accelerated Reader, Accelerated Math, word processing, research, keyboarding, and accessing computer-based educational programs. Each teacher determines the subject area and method to integrate technology into the curriculum. Bilingual aides use one portable computer lab to support the Newcomer's class held every Thursday; the Newcomer's class is a "crash course" in learning the English language.

Teachers have access to three technology carts equipped with 20-30 laptops with wireless capabilities. The carts are used for whole class instruction and special projects related to current lessons. All classrooms have an LCD projector; all kindergarten classes have a SMARTBoard (interactive white board) to enhance the delivery of instruction.

Professional Staff

Teacher Assignment

For the 2007-08 school year, North Tamarind Elementary had 26 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements

in order to be considered as "NCLB Compliant".

In the table below, which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Counseling & Support Services Staff

North Tamarind Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	1	0.2
Psychologist	1	0.5
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.2
LSH Aide	1	0.4

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

Teacher Credentials & Assignments

	North Tamarind				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	26	27	26		1823	1885	1869	
Teachers with Full Credential	25	27	26		1723	1802	1764	
Teachers without Full Credential	1	0	0		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	1	1	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	1	1	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

Percentage of Core Classes:

	2007-08	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
North Tamarind	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels

	2007-08	
	North Tamarind	FUSD
	%	%
Doctorate	7.7	1.5
Master's Degree plus 30 or more semester hours	26.9	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	57.7	49.2
Bachelor's Degree	7.7	11.3
Less than a Bachelor's Degree	0.0	2.2

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. North 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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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 2006-07					
Expenditures Per Pupil	Dollars Spent per Student				
	North Tamarind	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,703	\$7,893	84.9%	N/A	N/A
Restricted (Supplemental)	\$2,063	\$2,383	86.6%	N/A	N/A
Unrestricted (Basic)	\$4,639	\$5,510	84.2%	\$5,300	87.5%
Average Teacher Salary	\$73,526	\$64,747	113.6%	\$65,008	113.1%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After-school Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant

- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about North Tamarind Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access North Tamarind Elementary's SARC and access the internet at any of the county's public libraries. The closest library to North Tamarind Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4