

OLEANDER 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 Oleander Elementary School's instructional programs, academic achievement, materials and 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 have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Oleander Elementary 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. Oleander Elementary School believes that cooperation between school and community

is imperative, and this is reflected in our mission statement:

The staff at Oleander Elementary School is dedicated to providing a quality education where every student will have the opportunity to grow socially, emotionally, and academically. Our school community is committed to developing self-motivated, life-long learners, who are critical-thinkers and problem-solvers with values and virtue which reflect respect for self, society, and environment.

Parent Involvement

Parents are encouraged to get involved in Oleander Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom, the library or the school office.

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. The School Site Council and Parent Teacher

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.

Association provide opportunities for parents to have input on curricular programs and financial planning.

Parents are invited to monthly “Bear Chats” sponsored by the principal; these parents meetings are an open forum for parents to discuss their concerns and as a training mechanism to teach parents about educational topics such as state standards, test scores, and how to help their child with language arts. Bilingual parents are invited to attend Oleander Elementary’s Community Based English Tutoring. Leadership groups such as the Parent Institute, Parent Computer Class, and English Language Advisory Council offer ways for parents to learn how to effectively support their child at home.

School-to-home communication is published in both English and Spanish. The campus features an electronic marquee displaying key information and dates in both English and Spanish. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student’s home. Progress reports and report cards are issued each trimester; in some cases, teachers may contact parents directly regarding student progress. *Bear Grams* are sent home periodically to update parents on important school news and activities.

Parents who would like to help out in their child’s classroom should contact the classroom teacher. Interested individuals who would like to get involved in the PTA should contact the PTA President. The principal and assistant principal are available for general information on becoming an active member of the school community. Parents may contact the school office at (909) 357-5700 to speak with any of the individuals mentioned in this section of the report.

School Profile

Oleander Elementary School is a single-track, year-round school serving 749 students in kindergarten through fifth grade, including 10% in special education, 61.4% qualifying for English learner support, and 84.6% 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 growth.

Oleander Elementary school continues to utilize innovative methods and strategies designed to improved student achievement. Highly trained, professional teaching staff are committed to meeting the individual needs of every student to ensure they meet grade level expectations and state standards.

Percentage of Students by Ethnicity 2007-08 Enrollment: 749

African-Amer.	8.7%
Caucasian	3.1%
Asian	0.6%
Filipino	0.3%
Hispanic or Latino	86.8%
Pacific Islander	0.1%
Multiple or No Response	0.4%

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Oleander 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. Fontana Unified School District and Oleander 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 Oleander 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 Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

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. 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>.

Physical Fitness

In the spring of each year, Oleander 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, 25.5% of fifth grade students tested 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

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

	Oleander			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	21	27	30	28	30	34	42	43	46
Math	37	44	48	27	27	30	40	40	43
Science	11	15	26	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**

	Oleander							
	African-Amer.	Amer. Alaskan Native	Indian or Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	45			*	*	26	*	60
Math	39			*	*	45	*	70
Science	*					25		*
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**

	Oleander					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	27	32	18	29	8	
Math	48	44	39	46	14	
Science	29	22	13	26	9	
History						

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

		API Rank		
		2005	2006	2007
Statewide Rank		1	2	2
Similar Schools Rank		5	7	7

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	731	35	40	30
Ethnic Subgroups				
Hispanic or Latino	726	35	38	31
Other Subgroups				
Economically Disadvantaged	732	35	40	31
English Learners	718	36	45	20

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

The AYP table in this report (page 3) 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, Oleander Elementary did not participate in the Title I program 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		
	Oleander	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		
		4
		9.1%

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

School Facilities & Safety

Oleander Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were

built in 1955; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description		Qty.
Year Built	1955	
Acreage	8.98 ac	
Square Footage	64,917 ac	
# of Permanent Classrooms		37
# of Portable Classrooms		15
# of Restrooms (student use)		3 sets
Library		1
Computer Lab		1
Staff Lounge/Work Room		1
Cafeteria/Multipurpose Room		1

2007-08 Campus Improvement Projects

- Modernization – replace carpeting, painting, hardware replacement, light fixture upgrades, cabinetry upgrades, door replacement
- Upgrade facilities to comply with current ADA and fire/safety regulations
- Installation of surveillance cameras

Campus Supervision

Oleander Elementary has taken measurable steps to improve student safety on campus, including the provision of sufficient staff to monitor student behavior throughout the school day. As students arrive on campus each morning through a single entrance area, the principal and/or assistant principal greet students as they are dropped off by their parents/guardians. One noon duty aide is in the cafeteria and two teachers are on the playground before morning classes begin. During recesses, noon aides monitor playground activities. During lunch, noon duty aides share supervision in the cafeteria and on the playground to ensure students are behaving responsibly. At the end of the day, primary teachers escort their students to the school's exit gates. Students in primary grades (K-2) are released to their parents/guardians. One noon aide is responsible for supervising the bus area and front of school. The principal and assistant principal circulate around the campus, exit area, and outside perimeter to the north and south on Oleander Avenue to ensure students depart in a safe and orderly manner. Oleander 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 most current plan was reviewed, updated, and discussed with school

staff in October 2008. A copy is available to the public at the school office. Highlights of the Safe Schools 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 intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian and two full-time evening custodians are assigned to Oleander 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 periodically throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

District Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Oleander 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 15, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: February 15, 2008				Repair Needed and Action Taken or Planned
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Boys' Restroom by 4/5, Girls' restroom by 14/15: Repair broken hinge on stall door. Portable Girls' Restroom: Fix loose threshold. Replace broken soap dispenser. Girls' Restroom by 14/15: Repair broken hinge on stall door.
Interior Surfaces (walls, floors, and ceilings)	✓			Staff Lounge, Rooms 3, 4, 11, 13, 14, 16, 21, 23, T2: Replace stained ceiling tiles. Room 21: Replace broken ceiling tiles in room. Portable Boys' Restroom: Paint ceiling. Room 38: Repair carpet tear in back of room.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			Rooms 41, T3: Fix fire extinguisher bracket and hang fire extinguisher on wall.
Electrical (interior and exterior)	✓			Health Office RR: Replace missing round ceiling light diffuser. Rooms 6, 12: Clean stains from ceiling light diffuser. Portable Staff Restroom: Replace missing electric outlet cover plate on wall. Room 33: Replace broken cover plate on light switch outlet by entry door.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms 13, 14, 16, 23: Check for roof leaks.
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
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 Cards. The most recent facility inspection completed by the county took place on August 22, 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.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Outside	Windows/Doors/Gates/Fences	1) (E) Fence top rail damaged near MPR WO#66248 2) (N) Block wall missing under fence west of storage WO#66249 3) Playground Power Case (W) fence bottom needs reattachment WO#66253	1) Corrected 9/10/08 2) Corrected 8/13/08 3) Corrected 09/11/08
Admin Office	Fire Safety	No monthly fire extinguisher inspection annotated	No work order, site issue
Auditorium/MPR	Fire Safety	Two fire extinguishers had no monthly inspection annotated	No work order, site issue
Kitchen	Electrical	Wires hanging from SW corner (WO#66247)	Corrected 9/16/08
RR (14,15)	Restrooms	Boys': second and fourth stalls duck tape on dispensers Girls': no toilet paper dispensers in fourth and sixth stalls from (E) end WO#66254	Corrected 9/25/08
RR (4,5)	Restrooms	Boys' second stall from (E) end door latch not functional WO#66255	Corrected 9/25/08
Outside	Playground & School Grounds	Swing seat worn and exposing metal plate	Outside vendor to complete
Outside	Overall Cleanliness	Outside Room 44 and 45, accumulated refuse	Corrected

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, Oleander Elementary received \$323,575 in deferred maintenance funds which were used for HVAC, lighting, and roofing improvements throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at Oleander Elementary are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavior trends when addressing consequences for poor choices in behavior.

At the beginning of the school year, school rules and behavior expectations are 1) shared with students at a behavior assembly, 2) reviewed with parents and students at Back to School Night, and 3) addressed by the principal in a personalized letter sent home to parents. Each student is given a student handbook which outlines district policies, school rules, and behavior expectations. At the beginning of the second trimester, students are reminded of the behavior responsibilities in a second discipline assembly. Periodic recess assemblies are held to reinforce playground behavior expectations.

	Suspensions & Expulsions		
	Oleander		
	05-06	06-07	07-08
Suspensions (#)	34	32	15
Suspensions (%)	4.48%	4.49%	2.00%
Expulsions (#)	2	0	0
Expulsions (%)	0.26%	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.

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 (Project Wisdom). The principal selects a student weekly to deliver thought-provoking messages designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Every staff member celebrates students doing good deeds with immediate praise and rewards the student with a Bear Paw ticket. Students enter earned Bear Paw tickets into weekly drawings for special prizes. Teachers nominate one of their student's each month who has made positive effort in citizenship or academics to have lunch with the principal. Academic progress is celebrated at end-of-trimester awards assemblies.

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	30.3		4		
1	20.3	6	2		
2	19.3	6			
3	18.2	6			
4	30.6		5		
5	30.3		3		
2006-07					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	30.0		4		
1	19.4	7			
2	17.5	6			
3	19.2	5			
4	25.5		4		
5	29.3		4		
K-3	19.0	2			
2007-08					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	21.2	4	2		
1	19.7	5	2		
2	19.2	6			
3	20.5	3	3		
4	31.7		2	1	
5	30.0		3		
Combo K-3	19.0	1			
Combo 4-5	32.0		1		

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Oleander 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, Oleander Elementary held three staff development days that focused on:

- Mapping English Language Development Standards to English Language Arts Standards & Correlating to Open Court Reading
- Engaging Math
- Unlocking Place Value

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	5	3

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 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.

Library Resources

The school library is open from 8:30 a.m. to 3:30 p.m. and is staffed by a full-time librarian. The library features over 14,700 titles in English and more than 200 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and magazines. Four Internet-accessible computers are available for research, Accelerated Reader testing, and electronic title searches.

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
Math			
	Houghton Mifflin; <i>California Mathematics</i>	K-5	2008
Science			
	Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006

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 2007-08 school year, Oleander Elementary had a total of 92 computers, which are used for research, computer-based intervention programs, Accelerated Reader, Accelerated Math, Achieve 3000, and accessing web-based resources such as Study Island. The school's wireless computer lab features 40 Internet-accessible workstations and is used for whole class instruction and special projects. Each teacher determines the subject area and method to integrate technology into the reading, math, language arts, social science, and science curricula. Each classroom has a media cart with a laptop, LCD projector, and VCR which may be used with a mounted SMARTBoard to enhance classroom instruction.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Oleander Elementary had 34 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.

	Teacher Credentials & Assignments							
	Oleander				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	36	38	34		1823	1885	1869	
Teachers with Full Credential	36	37	34		1723	1802	1764	
Teachers without Full Credential	0	1	0		100	83	105	
Teachers in Alternative Routes to Certification	0	1	0		91	72	76	
Pre-Internship	1	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		33	19	95	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	8	5	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	8	5	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Oleander	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	
	Oleander %	FUSD %
Doctorate	2.9	1.5
Master's Degree plus 30 or more semester hours	17.6	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	70.6	49.2
Bachelor's Degree	8.8	11.3
Less than a Bachelor's Degree	0.0	2.2

Counseling & Support Services Staff

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

The 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. Oleander 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.

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

	No. of Staff	FTE
Counselor	1	0.5
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	0.3
LSH Aide	1	0.2

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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	Average of Districts in Same
Beginning Teacher Salary	\$40,202	\$38,891
Mid-Range Teacher Salary	\$64,747	\$63,323
Highest Teacher Salary	\$85,496	\$78,167
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		% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
	Oleander	FUSD			
Total Restricted and Unrestricted	\$5,753	\$7,893	72.9%	N/A	N/A
Restricted (Supplemental)	\$1,505	\$2,383	63.2%	N/A	N/A
Unrestricted (Basic)	\$4,248	\$5,510	77.1%	\$5,300	80.2%
Average Teacher Salary	\$57,835	\$64,747	89.3%	\$65,008	89.0%

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
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program
- 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 Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Teacher Credentialing Block Grant
- 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 Oleander 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 Oleander Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Oleander 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