

## FONTANA UNIFIED SCHOOL DISTRICT

# PALMETTO ELEMENTARY SCHOOL

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

www.fusd.net



Grades PreK-5  
Mercedes Walker, Principal  
Dr. Carole Lee, Assistant Principal  
9325 Palmetto Avenue - Fontana, CA 92335  
(909) 357-5710 - FAX (909) 357-5718

## 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

Palmetto Elementary School is a place where everyone is proud to be a "TIGER!" We believe that quality education can be achieved through high expectations for student performance and behavior. Our teachers are truly dedicated educators who strive to improve student achievement every day. Our school is organized and designed to facilitate and enable "teachers to teach and students to learn." The climate for learning that our staff creates at Palmetto results in improved academic achievement for ALL of our students.

Our belief in strong family/school/community partnerships also supports a high quality education for our students. Home-school communication provides parents information about their children's school programs and ways they can be involved and supportive of school efforts. Palmetto parents and community members are motivated to be involved in our school through numerous workshops, advisory groups, the PTA, and involvement in the classroom. With the support of parents and community, the staff and students have created a school at Palmetto Elementary where a climate of learning enables every child to experience personal success and develop into a lifelong learner.

The enthusiastic staff at Palmetto is committed to providing the best possible education for the students. The educational focus is to implement Fontana Unified School District's academic standards in language arts and mathematics. Teachers work together at each grade level to determine areas of specific need, set goals, and share strategies to assist their students in meeting grade level standards. The learning environment at Palmetto Elementary is a school strength. Classrooms and school programs reflect the school's strong emphasis on learning. Students and parents express pride in their school. "Palmetto Tigers" take every opportunity to recognize and reward students, staff, and parents for their successes and accomplishments.

### School Motto

*"Focusing on the Achievement of ALL Students."*

## Parent Involvement

Parents are encouraged to become involved in Palmetto Elementary's learning community by volunteering at the school, attending

## 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.

school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom and in the library. Events such as Parent Orientation Night, Back to School Night, book fairs, and seasonal festivals provide opportunities for parents to interact with school staff while supporting their child's academic programs. Teachers strive for 100% participation in parent conferences. The School Site Council, Parent Teacher Association, English Language Advisory Council, and Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and school budgets.

All school-to-home communication is provided in both English and Spanish. The monthly school newsletter features information relative to activities taking place throughout the year as well as announcements concerning upcoming events, student testing, class activities, and PTA news. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Flyers are sent home to remind parents of school activities or important events. Parents seeking more information about volunteering their time to the school community may contact the school office, the community liaison, the assistant principal, or the principal at (909) 357-5710.

## School Profile

Palmetto Elementary School is a multi-track, year-round school serving 956 students in kindergarten through fifth grade, including 9% in special education, 52.3% qualifying for English learner support, and 81.6% qualifying for free or reduced price lunch. Palmetto Elementary has been an integral part of the Fontana community for 50 years, currently educating a large population of third generation students. Many traditions that were in place when the school initially opened are still in place today.

### Percentage of Students by Ethnicity 2007-08 Enrollment: 956

African-Amer.	3.56%
Amer. Indian or Alaskan Native	0.31%
Caucasian	8.10%
Asian	1.26%
Filipino	0.31%
Hispanic or Latino	86.07%
Pacific Islander	0.10%
Multiple or No Response	0.31%

Palmetto Elementary's professionals are a well-established group of dedicated teachers with a shared sense of responsibility and commitment to providing a highly effective educational program. Strong parent support demonstrated through PTA-sponsored events and fundraising efforts is a vital component of school success and student support.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Palmetto 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 are written and aligned with state and district standards, as well as the Sacramento County Office of Education (SCOE) benchmark standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix is used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Palmetto Elementary provide intervention programs for students who were identified through the matrix as performing below grade level 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 first 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 Palmetto 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, Palmetto 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, 13.5% 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.

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

	Palmetto			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	26	30	30	25	28	30	40	42	43
Math	41	36	33	26	27	27	38	40	40
Science	9	15	21	11	18	23	27	35	38
History				18	17	17	32	33	33

*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**

	Palmetto						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	50	*	*	*	31		51
Math	38	*	*	*	38		45
Science	*	*	*	*	20		45
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**

	Palmetto					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	30	38	24	31	15	
Math	40	37	34	38	27	
Science	32	17	6	21	*	
History						

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.

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

	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	712	-3	-6	28
Ethnic Subgroups				
Hispanic or Latino	701	-2	-7	31
Other Subgroups				
Economically Disadvantaged	698	-2	-8	31
English Learners	692	-1	-10	32

**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	Palmetto	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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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, Palmetto Elementary received Schoolwide funding and is therefore required to comply with program 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/](http://www.cde.ca.gov/ta/ay/).

Title I Program Improvement (PI) Status		
	Palmetto	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		4
Percent of Schools Currently Identified for PI		9.1%

*The statistical information in this table reflects the PI status during the 2007-08 school year.*

## School Facilities & Safety

Palmetto Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Occasionally school staff meet with parents to address safety issues and revisit proper traffic flow policies. School facilities were built in 1957; ongoing and routine 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 Improvement Projects:

- Repaired and repainted fascia boards
- Upgraded front of campus - improved ADA access with addition of four new handicap accessible gates
- Revised arrival and departure procedures - single exit/entry and increased supervision

#### 2008-09 Campus Improvement Projects:

- Expansion of parking lot

Campus Description	
Year Built	1957
Acreage	8.89 ac
Square Footage	61,901 sf
	<b>Qty.</b>
# of Permanent Classrooms	23
# of Portable Classrooms	17
# of Restrooms (student use)	3 sets
Library	1
Staff Lunch Room/Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

### Campus Supervision

Each morning before school starts, noon duty aides and teachers share supervision of students in the cafeteria, on the playground, and at student drop-off areas. The principal and assistant principal are stationed at the student drop-off and parking lot areas to ensure students arrive safely. During recess, noon duty aides and teachers monitor student activities. During lunch periods, noon aides supervise students in the cafeteria, on the playground, and in the quad area. Teachers escort students to the bus and student pickup areas at the end of the school day. Teachers and administrators ensure students depart in a safe and orderly manner. Palmetto 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, updated, and discussed with school staff in October 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. 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 school breaks, 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.

One full-time day custodian and two full-time evening custodians are assigned to Palmetto 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 principal or assistant principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Checking restrooms for cleanliness is a

team effort shared among the custodians, noon duty aides, and administrators. Restrooms are checked after every recess and periodically throughout the day; the custodian is notified when cleaning or restocking of supplies is needed. The principal and custodians all carry hand-held radios allowing them to communicate daily regarding campus maintenance and safety issues or emergency situations.

## District Inspection Results

The district's maintenance department inspects facilities and operating systems at Palmetto 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 25, 2008. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department. 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		
Most Recent Inspection: February 25, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Rooms 17, 33, 34: Repair carpet seam. Rooms 27, 31, 37, D1, D2, 28, Library: Replace stained ceiling tiles. Room 25: Repair hole in carpet. 28 Office: Clean stained ceiling light diffuser.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		Rooms 6, 14, 15, 16, 33, K1: Replace ballast in ceiling light.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Room 18: Replace washer in faucet. Library: Replace washer in gooseneck faucet in sink.
Restrooms	✓		Boys' Restroom by 11: Replace/repair faucet in middle sink.
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		Rooms 37, D2, 28, Library: Check for roof leaks.
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary		✓		

### Rating Description:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. 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 July 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
Room 10	Windows/Doors/Gates/Fences	Paint peeling on rear wooden fence	WO#62428 completed 9/4/08
Library, Girls' RR	Windows/Doors/Gates/Fences	Hinge on last stall is loose, first stall has hole in door	WO#62431 completed 7/24/08
Playground	Windows/Doors/Gates/Fences	South baseball backstop has exposed sharp edges on fence	WO#62424 completed 8/26/08
Room K-2	Hazardous Material	Paint peeling and bubbling in (NW) corner of classroom	WO#62430 completed 8/13/08
Library Girls' RR	Structural Damage	Light diffuser cracked; soap dispenser not functioning	Corrected
Girls' RR	Drinking Fountains	Lower water pressure on the fourth fountain outside restrooms	WO#62425 completed 7/25/08

## 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, Palmetto Elementary received \$6,567 in deferred maintenance funds which were used for asbestos abatement projects throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Students at Palmetto Elementary are guided by district policies established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Palmetto Elementary's staff take a proactive, preventative approach to minimizing classroom disruption through character education lessons and modeling. Behavior expectations and classroom management policies are driven by the Character Counts program, centered around the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, and citizenship). Twice a month teachers introduce and hold classroom discussions on one of the Character Counts traits. Teachers have established individual classroom management plans which are shared with students and posted in the classrooms. Students are informed of the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision making.

	Suspensions & Expulsions		
	Palmetto		
	05-06	06-07	07-08
Suspensions (#)	29	23	6
Suspensions (%)	2.72%	2.30%	0.63%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	775	735	707
Suspensions (%)	3.82%	3.72%	3.59%
Expulsions (#)	11	13	3
Expulsions (%)	0.05%	0.07%	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.*

At the beginning of the school year, 1) each student is provided with a copy of the school's attendance policies and procedures and 2) the principal and assistant principal conduct grade level assemblies to review playground and school rules. Teachers issue a "welcome" letter to parents at Parent Orientation and at the beginning of the school year; the "welcome" letter addresses general classroom and schoolwide policies. At grade level assemblies held at the beginning of the year, students in grades 3-5 are introduced to sexual harassment and no-bullying policies; each student is required to sign the school's sexual harassment policy to acknowledge receipt of the information. Students in grades K-2 participate in grade-appropriate harassment and no-bullying assemblies.

Every morning as students settle into their first class of the day, the principal or assistant principal deliver thought-provoking words of wisdom or encouragement aimed at promoting kindness and the development of sound ethical morals. Throughout the year as needed, the principal visits individual classrooms to remind students of their individual responsibilities in following school rules and practicing good citizenship.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the principal or assistant principal's office. When administering consequences, the principal/assistant principal takes into consideration the referred student's past behavior trends and seriousness of infraction.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students demonstrating kindness or good citizenship are immediately rewarded with a "Tiger Dollar" by an observant school staff member. Tiger Dollar recipients are eligible to participate in special prize drawings held at flag ceremonies. The computer lab teacher awards students acquiring the highest Accelerated Reader points with a free book certificate. One student from each class is selected by their teacher every month for the Student of the Month award for outstanding individual accomplishments in academics, citizenship, or attendance. Students who have maintained a perfect attendance record are recognized individually at awards assemblies (held every trimester). As a group, students in each class work together to increase attendance; the class with the highest attendance rate at the end of each week earns a spin on the "Wheel of Fortune" for prizes such as bookmarks, pencils, folders, etc.

## 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	25.0	2	3	1
1	20.0	7	1	
2	19.7	9		
3	19.4	9		
4	28.4		7	
5	32.7		1	5
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.7	3	4	
1	19.4	8		
2	19.4	8		
3	17.6	8	1	
4	32.0		3	3
5	31.2		5	1
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.5	2	4	
1	19.3	8		
2	18.6	8	1	
3	18.6	8		
4	29.6		5	
5	30.4		5	
Combo K-3	19.0	1		

*Combo classes are any combination of grades K-3.*

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Palmetto Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

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

During the 2007-08 school year, Palmetto Elementary held three staff development days that focused on:

- Step Up to Writing
- Accelerated Reader
- Accelerated Math
- Professional Collaboration

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

District Adopted Textbooks		
	Publisher	Grades Year Adopted
<b>Language Arts</b>		
	Houghton Mifflin; <i>Open Court Reading</i>	K-5 2004
	Hampton Brown; <i>Into English</i>	K-5 1998
<b>Math</b>		
	Scott Foresman; <i>California Mathematics</i>	K-5 2008
<b>Science</b>		
	Houghton Mifflin; <i>California Science</i>	K-5 2007
<b>Social Science</b>		
	Houghton Mifflin; <i>Social Studies</i>	K-5 2006

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 8:15 a.m. to 3:15 p.m. and is staffed by a full-time library assistant. The library features over 24,000 titles in English and more than 340 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Fifteen Internet-accessible computers are available for research and electronic title searches. Students visit the library with their class at least once a week and independently before school, during lunch, and after school.

### Technology Resources

During the 2007-08 school year, Palmetto Elementary had a total of 103 computers. Computers are used for Accelerated Reader testing, research, and word processing. The school's computer lab features Internet-accessible workstations and is used for whole class instruction. Each teacher determines the method to integrate technology into the reading and language arts curricula. Teachers use the computer lab and have access to laptops and SMARTBoards to access web-based resources such as graphics presentations, *unitedstreaming*, Accelerated Reader, Accelerated Math, Open Court Online, and BrainPOP®.

## Professional Staff

### Counseling & Support Services Staff

Palmetto 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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.5
School Nurse	1	0.2
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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. Palmetto 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.

### Teacher Assignment

For the 2007-08 school year, Palmetto Elementary had 46 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							
	Palmetto				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	45	47	43		1823	1885	1869	
Teachers with Full Credential	44	46	42		1723	1802	1764	
Teachers without Full Credential	1	1	1		100	83	105	
Teachers in Alternative Routes to Certification	0	0	1		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	1		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	7	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	7	5	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:		Teacher Education Levels 2007-08		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers	Palmetto %	FUSD %	
	2007-08				
Palmetto	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			
			Doctorate	0.0	1.5
			Master's Degree plus 30 or more semester hours	46.5	34.6
			Master's Degree	0.0	1.1
			Bachelor's Degree plus 30 or more semester hours	48.8	49.2
			Bachelor's Degree	4.7	11.3
			Less than a Bachelor's Degree	0.0	2.2

# 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				
	Palmetto	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,448	\$7,893	69.0%	N/A	N/A
Restricted (Supplemental)	\$1,167	\$2,383	49.0%	N/A	N/A
Unrestricted (Basic)	\$4,282	\$5,510	77.7%	\$5,300	80.8%
Average Teacher Salary	\$56,528	\$64,747	87.3%	\$65,008	87.0%

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
- 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, Grades 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 Palmetto 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 Palmetto Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Palmetto 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