

# SOUTH TAMARIND ELEMENTARY SCHOOL

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## 2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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### Contents

Principal's Message  
District Goals  
Parent Involvement  
School Profile  
Student Achievement  
School Facilities & Safety  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data & Internet Access  
San Bernardino County Williams  
Inspection Results

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 and community members with information about the school's instructional programs, student achievement, and demographics.

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

### Parent Involvement

Parents are encouraged to get involved in South Tamarind Elementary's learning community by volunteering in the classroom

or office, attending school events, helping with after-school functions, working on home-projects, or sharing in the decision-making process. Events such as Back to School Night, Open House, Literacy Nights, Parent workshops, and student performances provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parent education activities include Community Based English Tutoring and Parent Center workshops. The School Site Council, Parent Teacher Association, Superintendent's Advisory Council, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and student achievement.

All school-to-home communication is provided in English and Spanish. The monthly school newsletter features messages from the principal and assistant principal, information on how to improve attendance, school activities, parent tips, and general educational issues. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The flyers and the

### 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 marquee notify parents of upcoming events and special announcements. Parents seeking more information about volunteering their time to the school community may contact the principal or school secretary at (909) 357-5760.

## School Profile

South Tamarind Elementary School is a multi-track, year-round school serving 768 students in kindergarten through fifth grade, including 9.24% in special education. 55.6% qualifying for English learner support, and 84.6% qualifying for free or reduced price lunch. At the beginning of the 2008-09 school year, South Tamarind Elementary converted to a single-track year round calendar.

### Percentage of Students by Ethnicity 2007-08 Enrollment: 768

|                                |       |
|--------------------------------|-------|
| African-Amer.                  | 2.3%  |
| Amer. Indian or Alaskan Native | 0.4%  |
| Caucasian                      | 6.6%  |
| Asian                          | 0.4%  |
| Hispanic or Latino             | 89.5% |
| Pacific Islander               | 0.7%  |
| Multiple or No Response        | 0.1%  |

A state preschool program is on campus and open to eligible 3-5 year olds. The preschool program offers a child-centered curriculum focusing on physical, cognitive, and social-emotional growth.

Attendance is a critical component in academic success. South Tamarind Elementary takes measurable efforts to emphasize the value of being on time and in class every day with students and parents. The school's Attendance Liaison monitors attendance daily. When absences are excessive, the liaison visits students' homes to discuss attendance concerns with parents, provide needed support, and express the importance of regular school attendance.

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

## Student Achievement

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

## District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and South Tamarind Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

## California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

## Standardized State Assessments

Students at South Tamarind Elementary 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>.

## Physical Fitness

In the spring of each year, South Tamarind Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 12.2% 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

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

|                       | South Tamarind |       |       | FUSD  |       |       | California |       |       |
|-----------------------|----------------|-------|-------|-------|-------|-------|------------|-------|-------|
|                       | 05-06          | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 | 05-06      | 06-07 | 07-08 |
| English-Language Arts | 30             | 28    |       | 28    | 30    |       | 42         | 43    | 46    |
| Math                  | 35             | 34    | 34    | 27    | 27    |       | 40         | 40    | 43    |
| Science               | 12             | 26    |       | 18    | 23    | 31    | 35         | 38    |       |
| History               |                |       |       | 17    | 17    | 19    | 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**

|                       | South Tamarind    |                                   |       |          |                       |                     |           |
|-----------------------|-------------------|-----------------------------------|-------|----------|-----------------------|---------------------|-----------|
|                       | African-<br>Amer. | Amer. Indian or<br>Alaskan Native | Asian | Filipino | Hispanic or<br>Latino | Pacific<br>Islander | Caucasian |
| English-Language Arts | *                 | *                                 | *     |          | 30                    | *                   | 41        |
| Math                  | *                 | *                                 | *     |          | 33                    | *                   | 46        |
| Science               | *                 | *                                 |       |          | 31                    |                     | *         |
| 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**

|                       | South Tamarind |        |                     |                               |                               |                      |
|-----------------------|----------------|--------|---------------------|-------------------------------|-------------------------------|----------------------|
|                       | Male           | Female | English<br>Learners | Economically<br>Disadvantaged | Students with<br>Disabilities | Migrant<br>Education |
| English-Language Arts | 27             | 32     | 20                  | 30                            | 2                             |                      |
| Math                  | 39             | 29     | 28                  | 34                            | 12                            |                      |
| Science               | 45             | 22     | 16                  | 34                            | *                             |                      |
| History               |                |        |                     |                               |                               |                      |

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

|                      | API Rank |      |      |
|----------------------|----------|------|------|
|                      | 2005     | 2006 | 2007 |
| Statewide Rank       | 3        | 3    | 3    |
| Similar Schools Rank | 8        | 7    | 8    |

| Results                    | 2008 API<br>Score | Increase/Decrease in API |         |         |
|----------------------------|-------------------|--------------------------|---------|---------|
|                            |                   | 2005-06                  | 2006-07 | 2007-08 |
| Schoolwide - All Students  | 711               | 10                       | 9       | -13     |
| Ethnic Subgroups           |                   |                          |         |         |
| Hispanic or Latino         | 708               | 16                       | 2       | -11     |
| Other Subgroups            |                   |                          |         |         |
| Economically Disadvantaged | 712               | 10                       | 9       | -12     |
| English Learners           | 689               | 16                       | -3      | -16     |

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                 | South<br>Tamarind | 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                          | No                | 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/](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, South Tamarind Elementary did not participate in 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/](http://www.cde.ca.gov/ta/ay/).

### Title I Program Improvement (PI) Status

|  | South 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                 |                | 4         |
| Percent of Schools Currently Identified for PI |                | 9.1%      |

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

## School Facilities & Safety

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

### Campus Description

|                              |             |
|------------------------------|-------------|
| Year Built                   | 1951        |
| Acreage                      | 8.54 ac     |
| Square Footage               | 50,060 sf   |
|                              | <b>Qty.</b> |
| # of Permanent Classrooms    | 30          |
| # of Portable Classrooms     | 18          |
| # of Restrooms (student use) | 4 sets      |
| Library/Media center         | 1           |
| Cafeteria                    | 1           |
| Staff Lunch Room/Work Room   | 1           |
| Cafeteria/Multipurpose Room  | 1           |

## Campus Supervision

School staff take every opportunity to make sure students remain safe on campus. Before school starts, breakfast is served in the cafeteria and is supervised by two noon duty aides. Each morning as students arrive for class, noon duty aides, the security officer, and teachers monitor the front and back entrance gates. Kindergarten students are required to be escorted to their classroom by a parent/guardian. During recess, teachers, campus security, administrators, and noon duty aides monitor assigned areas on the playground. At the end of the school day, all kindergarten and preschool students must be picked up from their classroom by a parent/guardian. First and second grade students are escorted to the brunch area to be picked up by their parent/guardian. The remaining grades are escorted to the front and rear gates; teachers and the campus security officer ensure students depart in a safe and orderly manner. Two crossing guards help students cross the nearby streets safely. South Tamarind Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed and updated in fall 2007. Components of the schools safety plan are reviewed throughout the year in staff meetings. 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 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 each project and then assigns the projects to either district maintenance technicians/specialists

| Item Inspected  | School Facility Good Repair Status |      |      |   |
|---|------------------------------------|------|------|---|
|   | Repair Status                      |      |      | Repair Needed and Action Taken or Planned   |
| Most Recent Inspection:<br>February 26, 2008          | Good                               | Fair | Poor |   |
| Gas Leaks   | ✓                                  |      |      |   |
| Mechanical Systems                                    | ✓                                  |      |      |   |
| Windows/Doors/Gates (interior and exterior)           | ✓                                  |      |      | Room 10: Replace window with a small hole in it.  |
| Interior Surfaces (walls, floors, and ceilings)       | ✓                                  |      |      | Rooms T-12, K-4, 24, 25: Replace stained ceiling tiles. Room T-20: Replace carpet. W.O. #36643. Room T-4, Old library: Replace missing tile.  |
| Hazardous Materials (interior and exterior)           | ✓                                  |      |      |   |
| Structural Damage                                     | ✓                                  |      |      |   |
| Fire Safety   | ✓                                  |      |      | Rooms 5, K-3, K-4, AP Office: Inspect out-of-date fire extinguisher.  |
| Electrical (interior and exterior)                    | ✓                                  |      |      | Room T-18: Reattach electric call box on east wall that is hanging down with wires exposed. New library: Cut holes in bookcases larger to allow better access to electric outlets behind bookcases. |
| Pest/Vermin Infestation                               | ✓                                  |      |      |   |
| Drinking Fountains (inside and outside)               | ✓                                  |      |      |   |
| Restrooms   | ✓                                  |      |      | Portable Boys' Restroom: Tighten loose faucet on east sink.   |
| Sewer   | ✓                                  |      |      |   |
| Playground/School Grounds                             | ✓                                  |      |      |   |
| Roofs   | ✓                                  |      |      | Rooms T-12, 24, 25: 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.

or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists. The custodian, office personnel, school administrators, and a supervision aide carry hand-held radios to facilitate immediate communications regarding safety and emergency issues.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to South Tamarind Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked before and after each recess by the custodians and cleaned as needed. The principal and custodians meet formally once a month and communicate informally on a daily basis to address campus maintenance and safety issues. The lead custodian is a regular participant in schoolwide staff meetings.

### District Inspection Results

The district's maintenance department inspects facilities and operating systems at South Tamarind Elementary School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 26, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

### 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, South Tamarind Elementary received \$26,320 in deferred maintenance funds which were used for electrical improvement projects throughout the campus.

## Classroom Environment

### Class Size

The table below 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<br>Self-Contained Classes |                 |                      |       |     |
|---|-----------------|----------------------|-------|-----|
| 2005-06   |                 |                      |       |     |
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 14.1            | 10                   |       |     |
| 1   | 19.3            | 6                    | 2     |     |
| 2   | 19.9            | 6                    | 1     |     |
| 3   | 17.0            | 7                    |       |     |
| 4   | 29.3            |                      | 4     |     |
| 5   | 30.5            |                      | 4     |     |
| Combo 4-5   | 26.0            |                      | 1     |     |
| 2006-07   |                 |                      |       |     |
| K   | 16.6            | 8                    |       |     |
| 1   | 19.7            | 7                    |       |     |
| 2   | 17.6            | 8                    |       |     |
| 3   | 20.0            | 6                    | 1     |     |
| 4   | 29.8            |                      | 4     |     |
| 5   | 33.3            |                      |       | 4   |
| K-3   | 20.0            | 1                    |       |     |
| 2007-08   |                 |                      |       |     |
| K   | 13.8            | 8                    |       |     |
| 1   | 18.4            | 7                    |       |     |
| 2   | 16.6            | 8                    |       |     |
| 3   | 18.9            | 7                    |       |     |
| 4   | 32.8            |                      | 1     | 3   |
| 5   | 26.0            | 1                    | 3     |     |

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

### Discipline & Climate for Learning

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

At the beginning of the school year, school rules and behavioral expectations are shared with students at discipline assemblies, outlined in the student handbook, and reinforced in bulletins and announcements. The assistant principal visits each classroom during the first few weeks of school to explain students' responsibilities on campus. Teachers and administrators remind students individually and in small groups as needed to conduct themselves in a safe and responsible manner.

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

| Suspensions & Expulsions   |       |       |       |
|----------------------------|-------|-------|-------|
| South Tamarind             |       |       |       |
|                            | 05-06 | 06-07 | 07-08 |
| Suspensions (#)            | 56    | 53    | 26    |
| Suspensions (%)            | 6.60% | 6.25% | 3.39% |
| Expulsions (#)             | 0     | 2     | 0     |
| Expulsions (%)             | 0.00% | 0.24% | 0.00% |
| FUSD<br>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.*

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. South Tamarind Elementary developed the Superstars incentive program to promote good citizenship. At Monday morning assemblies, students demonstrating positive behavior or kindness are recognized and qualify for incentive prize drawings. Each teacher has adopted their own classroom incentives rewarding academic, citizenship, and attendance efforts on a monthly basis in alignment with the Superstars program.

At the end of each trimester, students demonstrating outstanding academic accomplishments, showing improvement, and demonstrating positive behavior are eligible for selection as student of the month in their individual classrooms. Perfect attendance awards are distributed monthly and at the end of each trimester. At the end of the school year, an awards assembly is held to honor students for the individual accomplishments in academics, citizenship, and attendance. Students earning perfect attendance each

trimester are invited to special activities that have included the Mobile Recreation Unit and pizza parties.

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. Three times a week, South Tamarind Elementary sponsors a dance class featuring jazz, tap, and modern styles of dance. Students are encouraged to join the after-school science program, basketball, fitness programs, and Chess Club.

## Curriculum & Instruction

### Staff Development

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

- Collaboration
- Developing Norms
- SMART Goals
- Points for High Performing Teams

| Staff Development Days<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2005-06                                    | 2006-07 | 2007-08 |
| 3  | 3       | 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.

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 7:00 a.m. to 4:00 p.m. and is staffed by a full-time library specialist. The library features over 10,000 titles in English and more than 140 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Two Internet-accessible computers are available for research. Students visit the library with their class once a week; students may visit the library on their own time before school, during lunch, and after school.

### Technology Resources

During the 2007-08 school year, South Tamarind Elementary had a total of 187 computers. One of the classrooms serves as a computer lab which features a Smartboard and Internet-accessible workstations, some of which are equipped with wireless technology (primarily used by fourth and fifth grade classes). Teachers have access to four mobile technology carts equipped with 16-20 lap tops and used for whole class instruction in grades 1-3. Each teacher determines the method to integrate technology into the language arts and math curricula. Students use classroom and lab computers for research and keyboarding activities, preparing graphics presentations, and accessing educational-based programs such as Accelerated Reader, Accelerated Math, Unitedstreaming®, and Study Island. All classrooms are equipped with a teacher's lap top, a document camera, and an LCD projector to enhance class lessons and access supplemental resources.

| 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         |

# Professional Staff

## Counseling & Support Services Staff

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

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. South Tamarind Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

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

|                        | No. of Staff |     | FTE |
|------------------------|--------------|-----|-----|
|                        | Staff        | FTE |     |
| Counselor              | 1            | 0.5 |     |
| Psychologist           | 1            | 0.4 |     |
| School Nurse           | 1            | 0.2 |     |
| Health Assistant       | 1            | 1.0 |     |
| Adaptive PE Specialist | 1            | 0.1 |     |
| Adaptive PE Aide       | 1            | 0.1 |     |
| LSH Therapist          | 1            | 1.0 |     |

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

## Teacher Assignment

For the 2007-08 school year, South Tamarind Elementary had 35 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.

## 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

|  | State Average of Districts in Same Category |           |
|--|---|-----------|
|  | FUSD  |           |
| 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/> [fd/ec/](http://www.cde.ca.gov/fd/ec/) and [ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Teacher Credentials & Assignments

|   | South Tamarind |       |       |       | FUSD  |       |       |       |
|---|----------------|-------|-------|-------|-------|-------|-------|-------|
|   | 05-06          | 06-07 | 07-08 | 08-09 | 05-06 | 06-07 | 07-08 | 08-09 |
|   | Total Teachers | 38    | 38    | 37    |       | 1823  | 1885  | 1869  |
| Teachers with Full Credential                   | 35             | 37    | 35    |       | 1723  | 1802  | 1764  |       |
| Teachers without Full Credential                | 3              | 1     | 2     |       | 100   | 83    | 105   |       |
| Teachers in Alternative Routes to Certification | 0              | 1     | 1     |       | 91    | 72    | 76    |       |
| Pre-Internship                                  | 0              | 0     | 0     |       | 0     | 0     | 0     |       |
| Teachers with Emergency Permits                 | 1              | 0     | 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                  | 9              | 4     | 0     | 0     | 392   | 270   | 41    | 24    |
| Other Misassignments of Certificated Staff      | 0              | 0     | 0     | 0     | 13    | 0     | 9     | 3     |
| Teacher Misassignments for English Learners     | 9              | 4     | 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                           |                                       |
| South 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

|  | South Tamarind | FUSD |
|--|----------------|------|
|  | %              | %    |
| Doctorate  | 5.4            | 1.5  |
| Master's Degree plus 30 or more semester hours   | 24.3           | 34.6 |
| Master's Degree                                  | 0.0            | 1.1  |
| Bachelor's Degree plus 30 or more semester hours | 56.8           | 49.2 |
| Bachelor's Degree                                | 10.8           | 11.3 |
| Less than a Bachelor's Degree                    | 2.7            | 2.2  |

(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.)

## SARC Data & Internet Access

| Current Expense of Education per Pupil<br>2006-07 |                           |          |                                    |   |                                      |
|---|---------------------------|----------|------------------------------------|---|--------------------------------------|
| Expenditures Per Pupil                            | Dollars Spent per Student |          |                                    |   |                                      |
|   | South Tamarind            | FUSD     | % Difference - School and District | State Average for Districts of Same Size & Type | % Difference - School Site and State |
| Total Restricted and Unrestricted                 | \$5,599                   | \$7,893  | 70.9%                              | N/A   | N/A                                  |
| Restricted (Supplemental)                         | \$1,253                   | \$2,383  | 52.6%                              | N/A   | N/A                                  |
| Unrestricted (Basic)                              | \$4,346                   | \$5,510  | 78.9%                              | \$5,300   | 82.0%                                |
| Average Teacher Salary                            | \$49,262                  | \$64,747 | 76.1%                              | \$65,008  | 75.8%                                |

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about South 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 South Tamarind Elementary's SARC and access the Internet at any of the county's public libraries. The closest library to South 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

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

## 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 6, 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 15              | Drinking Fountains          | Right water fountain knob not functional                                  | WO#64136 completed 8/13/08                                 |
| By Room 7            | Roofs                       | Fascia rotted   | No work order; information not forwarded, will investigate |
| Walkway by Portables | Playground & School Grounds | Drains to underground drain were paved over with asphalt rendering drains | To be corrected by outside contractor                      |