

HEMLOCK ELEMENTARY SCHOOL



Grades PreK-5
Gerald Mullins, Principal
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2006 California Distinguished School
2006 Title I Achieving School

2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired October 9, 2009, and school facilities information was acquired in June 2009.

Principal's Message



Hello Hemlock Husky Parents,

Welcome to Hemlock Elementary, a California Distinguished School! We are very happy to have your child learning at Hemlock! You can feel secure in the fact that your child is in a school where he or she is safe, welcome and wanted. We are proud to be a California Distinguished School. We earned this distinction by ensuring that our students are learning every day. We have excellent, caring teachers who work tirelessly every day to take the children in their class from where they are academically and help them improve every day! If children have any kind of trouble learning we have a system called

the Student Intervention Team (S.I.T.) where a group of teachers, the coordinator, and the principal get together to brainstorm different ways to help the individual child. We are very excited about another positive, fun year of learning!

Remember that education is a partnership between you, the parent, and us, the school. Keep in mind that those who make the most progress in school will be the children who are here on a daily basis, because attendance is so very important. Much of learning is cumulative, that is, it builds upon the learning from the day before and if a child misses one day, they begin to have "gaps" in their education. For every day your child misses school, they not only miss out on instruction for that day but they run the risk of falling further and further behind. This can lead to frustration and some kids eventually "tune out." Don't let this happen to your child! Do your part to make sure they're here every day and encourage them to try their hardest in class and ask lots of questions if they don't understand.

Gerald (Jerry) Mullins

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 Mission

The community of Hemlock Elementary School, comprised of students, parents, and staff members, work together to create a learning environment where all students will become effective communicators, inspired learners, productive workers, responsible citizens, and resourceful.

School Profile

Hemlock Elementary School is a single-track, year-round school serving 585 students in kindergarten through fifth grade, including 8% receiving special education services, 28.4% qualifying for English learner support, and 65% enrolled in the free or reduced-price meal program. 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.

Hemlock Elementary School has earned two very prestigious honors: the 2006 California Distinguished School Award and the Title I Achieving School Award. These honors are directly attributed to the dedication, efforts, and support of Hemlock Elementary's teachers, parents, and students. Hemlock Elementary is fortunate to have an experience staff of caring teachers, always considering what is best for the students and modeling responsible, respectful behavior.

Percentage of Students by Ethnicity 2008-09 Enrollment: 585

African-Amer.	11.6%
Amer. Indian or Alaskan Native	0.2%
Caucasian	10.3%
Asian	4.6%
Filipino	4.3%
Hispanic or Latino	67.5%
Pacific Islander	1.0%
Multiple or No Response	0.5%

Parent Involvement

Parents are encouraged to get involved in Hemlock Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to work in the classrooms, especially in the preschool and the kindergarten rooms. Mrs. Abrego coordinates PATH, Parent and Teacher Helpers; volunteers provide organized classroom support for all grade levels. Annual events such as Back to School Night, Open House, Community Fun Days, Family Fun Night, Principal Coffees, ice cream social, Science Fun Day, and spaghetti dinners provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher

Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about volunteering their time to the school community may contact Principal Mullins or Jane Roseborough (administrative designee) at (909) 357-5470.

School-to-home communication is provided in both English and Spanish. The monthly school newsletter, *The Husky Herald*, features a message from the principal, grade level news, upcoming events, and the respective month's calendar of activities. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Occasional memos, flyers, letters, and the school marquee are used as needed to relay special announcements and important reminders.

Student Achievement

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

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.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Hemlock Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight

	All Students				
	Scale Score		Achievement Level		
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight

	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

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

Standardized State Assessments

Students at Hemlock 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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

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									
	Hemlock			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	40	42	52	30	34	38	43	46	50
Math	40	47	59	27	30	35	40	43	46
Science	43	54	49	23	31	33	38	46	50
History				17	19	25	33	36	41

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 Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	Hemlock						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	37		82	80	46	*	84
Math	45		82	80	55	*	79
Science	59		*	*	46	*	*
History							

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09						
	Hemlock					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	53	51	47	47	33	
Math	63	54	58	55	45	
Science	63	36	32	48	64	
History						

Academic Performance Index (API) Three-Year Performance Comparison				
		API Rank		
		2006	2007	2008
Statewide Rank		5	5	5
Similar Schools Rank		5	4	4
Results	2009 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	807	20	14	35
Ethnic Subgroups				
Hispanic or Latino	878	19	16	33
Other Subgroups				
Economically Disadvantaged	779	29	6	42
English Learners	796	42	-3	50

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; 46% of elementary and middle school students must be proficient in language arts and 47.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 650 or 1 point in growth.
- Each high school must have a graduation rate of 83.1% 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 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Hemlock	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness

In the spring of each year, Hemlock 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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Tested	Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09		
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	19.0	24.8	6.7

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 2008-09, Hemlock Elementary School qualified for Schoolwide Title I funding and is therefore required to comply with Title I program mandates.

Title I Program Improvement (PI) Status

	Hemlock	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2%

The statistical information in this table reflects the PI status during the 2009-10 school year.

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/.

School Facilities & Safety

Hemlock Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1993; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

2008-09 Campus Improvement Projects:

- Installation of surveillance security camera system outside the main office and on the playground
- Fire alarm system upgrades

Campus Description

	Qty.
Year Built	1993
Acreage	9.05 ac
Square Footage	49,030 sf
# of Permanent Classrooms	25
# of Portable Classrooms	6
# of Restrooms (student use)	4 sets
Library	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

Campus Supervision

As students arrive on campus each morning, the principal and designated teachers greet students at the front entrance gate, bus areas, and bike racks. Noon aides help direct traffic in the parking lot and drop-off areas. Teachers are on the playground and in the cafeteria to supervise students before instruction starts. During brunch recess, teachers and noon aides monitor student activities. Teachers share supervision of recess periods. At lunch time, the principal and four noon duty aides monitor the cafeteria and playground activities. When students are dismissed for the day, kindergarten, first and second grade students are escorted to the front of the school and released to parents or guardians. Students in grades 3-5 are escorted to exit gates, bus areas, and student pickup areas which are supervised by assigned teachers and the principal. Hemlock 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.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Hemlock Elementary at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: June 11, 2009	Good	Fair	Poor
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

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

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.

School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on June 11, 2009. During the 2008-09 school year, all restrooms were fully operational and available for students to use at all times.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The current plan was reviewed, updated, and discussed with school staff in December 2008. A copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping

and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

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

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Hemlock 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 and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues. The principal, custodian, health office, and noon aides are assigned hand-held radios to maintain effective routine and urgent communications.

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 2008-09 school year, Hemlock Elementary received deferred maintenance funds for fire alarm system repairs (a portion of \$1,410).

Classroom Environment

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				
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.3	4	2	
1	19.6	5		
2	20.4	2	3	
3	19.8	5		
4	31.0		2	1
5	29.5		2	
Combo K-3	20.0	1		
Combo 4-5	30.0		1	
2007-08				
K	22.0	2	2	
1	20.0	5		
2	20.0	4		
3	20.3	3	1	
4	33.5			2
5	31.3		2	1
K-3	20.5	1	1	
2008-09				
K	21.8	2	3	
1	19.2	5		
2	17.2	5		
3	18.4	5		
4	28.3		4	
5	26.5		4	

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

Discipline & Climate for Learning

Students at Hemlock Elementary are guided by school rules and behavioral expectations established by the Fontana Unified School District. Hemlock Elementary generally does not experience high rates of disciplinary problems. "High Five" is the schoolwide dialogue for student behavior and conduct. The school's High Five philosophy provides

students with the skills and encouragement to resolve behavior issues on their own, rewards students for making good choices, and teaches students to learn from their mistakes.

Classroom teachers and school administrators employ a progressive approach when working with students who have difficulty following school rules and making good choices. Consequences for poor behavior are administered in the classroom and may include a phone call to the referred student's parent. Students who continue to display unacceptable behavior are referred to the principal for further intervention.

Suspensions & Expulsions			
	Hemlock		
	06-07	07-08	08-09
Suspensions (#)	18	12	29
Suspensions (%)	2.98%	1.87%	4.96%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	FUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	977	707	684
Suspensions (%)	4.75%	3.59%	6.39%
Expulsions (#)	10	3	2
Expulsions (%)	0.05%	0.02%	0.01%

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.

Classroom teachers review and discuss school rules and behavior expectations with students at the beginning of the school year. Each student is provided a student handbook which contains academic, behavior, and safety policies; students are required to review the handbook at home with their parents. On Fridays, schoolwide announcements may include encouraging words for students, reminding them to conduct themselves responsibly and in accordance with the High Five tenets. The principal conducts behavior assemblies at the beginning of the school year and at the start of each trimester, revisiting student responsibilities and school expectations. During recess periods, noon aides, teachers, and the principal remind students as needed to follow playground rules and conduct themselves in a responsible manner.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. On a weekly basis, students who recite the "High Five" tenets to a school staff member as they leave campus each day and those students with perfect attendance for the week, are recognized by the principal at Friday announcements. One student per classroom who demonstrates

good citizenship or improves academic performance is selected by their teacher to receive the Student of the Month award from the principal. At trimester assemblies, all students with improved academics and good citizenship are honored. At the end of the year, certificates are presented to all students who have been selected as Student of the Month, demonstrated good citizenship, and acquired outstanding academic achievements.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Hemlock 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 2008-09 school year, Hemlock Elementary held two staff development days that focused on:

- Language of Mathematics
- SPARK (physical education curriculum)

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	2

As a supplement to district-sponsored staff development programs, Hemlock Elementary sponsors site-based professional activities to support its curriculum as well as staff and student needs. On early release days, professional development time was devoted to grade level team collaboration and evaluation of progress in meeting established goals.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged

to attend district sponsored training and professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. 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 June 3, 2009, 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 #09-36 which certifies as required by Education Code §60119, that (1) textbooks and instructional

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

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 its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:30 a.m. to 4:00 p.m. and is staffed by a full-time library clerk. The library features over 11,153 titles in English and more than 200 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, magazines, and dictionaries. Four Internet-accessible computers are available in the library for online research and title searches (electronic card catalogue system). Students visit the library with their class at least twice a week; students may visit the library on their own before school, during lunch, and after school.

Technology Resources

During the 2008-09 school year, Hemlock Elementary had a total of 72 computers. Students use classroom computers for Accelerated Reader testing, Accelerated Math testing, research, Discover Education/ unitedstreaming™, Open Court Reading support software, and word processing. Fourth and fifth grade classes use enrichment software applications which supplement lessons in science textbooks. Each teacher determines the subject area and method to integrate technology into the language arts, math, social science, and science curricula. All classrooms are equipped with a teacher's laptop and an LCD projector.

Professional Staff

Teacher Assignment

For the 2008-09 school year, Hemlock Elementary had 31 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Counseling & Support Services Staff

Hemlock 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) 2008-09

	No. of Staff		FTE
Counselor	1		1.0
Psychologist	1		0.6
School Nurse	1		0.3
Health Assistant	1		0.8
Adaptive PE Specialist	1		0.1
Adaptive PE Aide	1		0.1
LSH	1		0.6
Librarian	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. Hemlock 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 Credentials & Assignments

	Hemlock				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
	Total Teachers	30	30	31		1885	1869	1898
Teachers with Full Credential	30	29	31		1802	1764	1816	
Teachers without Full Credential	0	1	0		83	105	82	
Teachers in Alternative Routes to Certification	0	0	0		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	3	1		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	0	0	0		33	32	26	
Teacher Misassignments - Total	3	0	0	0	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	3	0	0	0	270	32	4	8
Teacher Vacancies	0	0	0	0	0	2	0	4

Percentage of Core Classes:

	2008-09	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Hemlock	100.0	0.0
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels 2008-09

	2008-09	
	Hemlock %	FUSD %
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	38.7	32.4
Master's Degree	0.0	1.5
Bachelor's Degree plus 30 or more semester hours	61.3	49.8
Bachelor's Degree	0.0	14.0
Less than a Bachelor's Degree	0.0	0.9

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 2007-08		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 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 2007-08					
Expenditures Per Pupil	Dollars Spent per Student				
	Hemlock	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,982	\$8,522	70.2%	N/A	N/A
Restricted (Supplemental)	\$1,414	\$2,734	51.7%	N/A	N/A
Unrestricted (Basic)	\$4,568	\$5,788	78.9%	\$5,512	82.9%
Average Teacher Salary	\$70,290	\$66,500	105.7%	\$67,049	104.8%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review Program
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant

- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- 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
- Transportation: Special Education
- Williams Case Settlement

SARC Data & Internet Access

DataQuest

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