

NORTH TAMARIND ELEMENTARY SCHOOL



Grades PreK-6
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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 on June 17, 2009.

Principal's Message



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

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

We have made a commitment to provide the best educational program possible for our students, including full implementation of the Open Court Reader 2002 language arts program and a school-wide leveled English Language Development (ELD) program. The excellent quality of our program is a reflection of our highly dedicated staff. When spring 2008 test results were released, the staff was pleased to see official published reports from the state indicating that we had made Adequate Yearly Progress (AYP) in all areas and stayed out of Program Improvement (PI) status.

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

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.

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

School Profile

North Tamarind Elementary School is a single-track, year-round school serving 536 students in kindergarten through sixth grade, including 13% in special education, 57.8% qualifying for English learner support, and 81.3% qualifying for 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.

North Tamarind hosts the district's Early Childhood Education program on campus and is open to 3-4 year olds that have an Individual Education Plan. All school staff believe that quality education for all students be achieved through establishing high standards for academic performance and behavior. Teachers work together to identify the instructional needs of each student and provide the resources for each to be successful.

Percentage of Students by Ethnicity 2008-09 Enrollment: 536

African-Amer.	2.1%
Amer. Indian or Alaskan Native	0.6%
Caucasian	3.7%
Asian	0.4%
Filipino	0.2%
Hispanic or Latino	92.6%
Pacific Islander	0.2%
Multiple or No Response	0.2%

Parent Involvement

Parents are encouraged to become involved in North Tamarind Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parent volunteers receive training before working in the classroom and helping with lesson preparation. Events such as Back to School Night, Open House, Family Nights, Spring Festival, Donuts with Dad, and Muffins with Mom provide opportunities for parents to interact with school staff while supporting their child's academic programs. Throughout the year, workshops on parenting skills, nutrition, and support resources are provided by the Parents As Teachers program. Each workshop is led by a highly trained teacher and features valuable information to support the education process at home.

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

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

Student Achievement

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

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 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

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 North Tamarind 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

the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and North Tamarind Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

Standardized State Assessments

Students at North Tamarind Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of 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.

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.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	North Tamarind			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	33	37	40	30	34	38	43	46	50
Math	36	38	43	27	30	35	40	43	46
Science	27	21	39	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							
	North Tamarind						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*	*	*		40	*	50
Math	*	*	*		43	*	57
Science					37		*
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						
	North Tamarind					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	38	41	32	36	17	
Math	46	40	41	38	21	
Science	53	24	23	39	*	
History						

Academic Performance Index (API) Three-Year Performance Comparison				
	API Rank			
	2006	2007	2008	
Statewide Rank	3	3	3	
Similar Schools Rank	7	7	5	
Results	2009 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	746	5	10	24
Ethnic Subgroups				
Hispanic or Latino	746	6	12	23
Other Subgroups				
Economically Disadvantaged	746	6	9	24
English Learners	736	25	13	15

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	North	
	Tamarind	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	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, North Tamarind Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	23.1	12.0	12.0

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, North Tamarind Elementary qualified for schoolwide Title I funding and is therefore required to comply with Title I requirements.

Title I Program Improvement (PI) Status

	North	
	Tamarind	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		
Percent of Schools Currently Identified for PI		
		8
		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

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

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

2008-09 Campus Improvement Projects:

- Minor landscaping improvements in front areas of campus
- Installation of interior and exterior surveillance systems
- Installation of play equipment on main playground

Campus Supervision

As students arrive on campus, noon aides supervise students on the playground and in the cafeteria. During recess, two teachers and noon aides are assigned to the playground to ensure students play safely. At lunch time, five noon aides and one instructional aide oversee cafeteria and playground activities. Noon aides and teachers are stationed at exit gates to monitor student departure. One crossing guard helps students cross the parking lot every afternoon. North Tamarind Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The current plan was reviewed, updated, and discussed with school staff in March 2009. 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.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at North Tamarind Elementary at least twice a year. A formal inspection report is 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 Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on April 9, 2009. During the 2008-09 school year, all restrooms were fully operational and available for students to use at all times.

School Facility Good Repair Status							
Item Inspected	Repair Status						
Most Recent Inspection: April 29, 2009	<table border="1"> <thead> <tr> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table> <p>Work orders have been generated for all deficiencies noted below.</p>	Good	Fair	Poor	✓		
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	Poor
Overall Summary	✓			

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.

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 18, 2009. Results of the inspection and corrective action taken by the district are provided in table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Restrooms Opposite Room 6	Restrooms	Sink is not working.	WO# 79615
Outside	Playground & School Grounds	Equipment is not functional.	WO# 85868
Outside	Overall Cleanliness	Areas evaluated have accumulated refuse.	WO# 85861

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

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

One full-time day custodian and two full-time evening custodians are assigned to North Tamarind Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

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, North Tamarind Elementary received deferred maintenance funds for paving projects (a portion of \$5,200) and wall system repairs (\$355).

Classroom Environment

Discipline & Climate for Learning

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

Teachers review and discuss school rules and behavior expectations with students

in their classroom at the beginning of the school year. The principal conducts a discipline assembly during the first few weeks of school to discuss school policies and the range of consequences for poor conduct. Each student is provided a student handbook which contains academic, behavior, and safety policies. All sixth grade students are given a student planner which may be used by students to record homework assignments and used by parents and teachers as a two-way communications tool.

The school's counselor leads discussions as needed regarding appropriate behavior and responsibility at school. "Too Good For Drugs" assemblies are presented to fourth, fifth, and sixth grade students. Throughout the year, students are reminded of their academic and behavior responsibilities in their classroom and through teacher-prepared notices sent home to parents.

Suspensions & Expulsions			
	North Tamarind		
	06-07	07-08	08-09
Suspensions (#)	27	10	10
Suspensions (%)	4.96%	1.75%	1.87%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	FUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	977	707	1219
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.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Each week, the classroom with the highest attendance rate receives the traveling trophy. At monthly assemblies, students are selected to receive Student of the Month and PeaceBuilders® awards for academic accomplishments and demonstrating good citizenship. At the end of each trimester, students meeting academic, behavior, and attendance criteria are honored at schoolwide assemblies.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to participate in Girl Scouts, gymnastics, a variety of intramural sports, Yearbook Club, Running Club, and the Gardening Club. Students entering the science fair and in the Gifted and Talented Education program meet after-school to work on their projects. The Fontana After-school Program provides a safe, supervised environment and a variety of fun activities for students.

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	18.5	2	2	
1	17.0	4		
2	18.5	4		
3	17.0	4		
4	31.5		2	
5	28.0		2	
6	30.3		3	
Combo 4-5	26.0		1	

2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.0	4		
1	19.8	4		
2	20.3	3		
3	18.5	4		
4	24.7		3	
5	31.7		1	2
6	23.7		3	

2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	11.7	6		
1	20.5	2	2	
2	19.0	4		
3	18.3	4		
4	25.0		3	
5	29.0		2	
6	28.0		2	
Combo 4-6	25.0		1	

Combo classes are any combination of 4-6 grades.

Curriculum & Instruction

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 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.

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

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. North Tamarind Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2008-09 school year, North Tamarind Elementary held two staff development days that focused on:

- SPARK (physical education curriculum)
- Student Trauma Issues

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	4	2

North Tamarind Elementary's Reading First coach works with teachers to provide training and feedback on effective instructional strategies. As a supplement to district-sponsored professional development buy-back days, North Tamarind Elementary offers staff training throughout the year on early release Thursdays to address identified areas of need and new programs. During the 2008-09 school year, training activities focused on:

- Reading Instruction
- Using Data to Guide Reading Instruction
- Technology Training
- Professional Learning Communities

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.

Library Resources

The school library is open from 8:00 a.m. to 2:30 p.m. and is staffed by a full-time library specialist. The library features over 20,000 books in English and more than 400 titles in Spanish for students to check out. Students have access to a large selection of encyclopedias, dictionaries, literary references, and historical documents (some printed in both English and Spanish) to support most content areas. Six Internet-accessible computers are available for electronic title searches (card catalogue) and Accelerated Reader testing. Students visit the library with their class at least once a week; students may visit the library independently during lunch.

Technology Resources

During the 2008-09 school year, North Tamarind Elementary had a total of 166 computers; on average each classroom is equipped with four computer workstations. Students use computers for Study Island, Accelerated Reader, Accelerated Math, word processing, research, keyboarding, and accessing computer-based educational programs. Each teacher determines the subject area and method to integrate technology into the curriculum.

Teachers have access to two technology carts equipped with wireless laptops. The carts are used for whole class instruction and special projects related to current lessons. All classrooms have a document camera and LCD projector. Most primary classrooms have a SMARTBoard (interactive white board) and upper grade classrooms are supplied with "Air Pads".

Professional Staff

Teacher Assignment

For the 2008-09 school year, North Tamarind Elementary had 27 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 meal program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced-price meal program. More information about NCLB qualifications 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

North 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 Intervention Teams (SIT) address issues that affect the ability of a student to perform

	Teacher Credentials & Assignments							
	North Tamarind				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	27	26	27		1885	1869	1898	
Teachers with Full Credential	27	26	27		1802	1764	1816	
Teachers without Full Credential	0	0	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	0	0		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	1	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	1	0	0	0	270	32	4	8
Teacher Vacancies	0	0	0	0	0	2	0	4

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
North Tamarind	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	
	North Tamarind	FUSD
	%	%
Doctorate	7.4	1.4
Master's Degree plus 30 or more semester hours	33.3	32.4
Master's Degree	0.0	1.5
Bachelor's Degree plus 30 or more semester hours	51.9	49.8
Bachelor's Degree	7.4	14.0
Less than a Bachelor's Degree	0.0	0.9

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	0.5
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.5
LSH Aide	1	0.1

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. North Tamarind Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

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

Fontana Branch Library (909) 574-4500
Hours: S 12-5; M-Th 10-9; F-Sa 10-6
Number of computers available: 232
Number of printers available: 4

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

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.)

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%

Current Expense of Education per Pupil 2007-08					
Expenditures Per Pupil	Dollars Spent per Student				
	North Tamarind	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,015	\$8,522	82.3%	N/A	N/A
Restricted (Supplemental)	\$2,237	\$2,734	81.8%	N/A	N/A
Unrestricted (Basic)	\$4,778	\$5,788	82.6%	\$5,512	86.7%
Average Teacher Salary	\$70,844	\$66,500	106.5%	\$67,049	105.7%

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
- 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