

# OLEANDER ELEMENTARY SCHOOL



Grades K-5  
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## 2009-10 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 and school facilities information were acquired on January 2011.

### Principal's Message



The purpose of the School Accountability Report Card is to provide parents with information about Oleander Elementary School's instructional programs, academic achievement, materials and facilities, and the staff. Information about Fontana Unified School District is also provided. Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. In 2010, we were recognized as a California Distinguished School. Our API score was 808. We are quite proud of this accomplishment due to the fact that this marks our fourth year of API growth and our school exceeded the API goal of 800 set by the state. We are dedicated to ensuring Oleander Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential.

Oleander Elementary School believes that cooperation between school and community is imperative, and this is reflected in our mission statement:

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

### 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 Profile

Oleander Elementary School is a modified, traditional calendar school serving 785 students in kindergarten through fifth grade, including 8% in special education, 59.5% qualifying for English learner support, and 84.3% qualifying for 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.

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

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	9.4%	Kindergarten	140
Amer. Indian or Alaskan Native	0.1%	Grade 1	129
Caucasian	2.8%	Grade 2	150
Asian	0.9%	Grade 3	113
Filipino	0.1%	Grade 4	133
Hispanic or Latino	86.4%	Grade 5	120
Pacific Islander	0.1%		
Two or More Races	0.1%		
Total Enrollment			785

## Parent Involvement

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

Events such as Back to School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, English Learner Advisory Council, and Parent Teacher Association provide opportunities for parents to have input on curricular programs and financial planning.

Parents are invited to monthly "Bear Chats" sponsored by the principal; these parent meetings are an open forum for parents to discuss their concerns and as a training mechanism to teach parents about educational topics such as state standards, test scores, and how to help their child with language arts. Bilingual parents are invited to attend Oleander Elementary's Community Based English

Tutoring (CBET) and English as a Second Language (ESL) classes to obtain the skills necessary to support their child's learning process at home. Parents may contact the school office at (909) 357-5700 to speak with any of the individuals mentioned herein.

Oleander Elementary's Parent Center is open during school hours five days a week for those parents seeking resources to help their child succeed in school as well as become an effective partner in the educational process. Literature, videos, DVDs, and books are available in both English and Spanish. Parents are invited to visit the Parent Center and explore the available resources.

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

Parents who would like to help in their child's classroom should contact the classroom teacher. Interested individuals who would like to get involved in the PTA should contact the PTA President. The principal and assistant principal are available for general information on becoming an active member of the school community.

## Student Achievement

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

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

### Standardized State Assessments

Students at Oleander 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

**STAR Results  
All Students  
Percentage of Students Scoring at Proficient & Advanced Levels**

	Oleander			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	30	49	52	34	38	42	46	50	52
Math	48	67	65	30	35	39	43	46	48
Science	26	36	31	31	33	39	46	50	54
History				19	25	31	36	41	44

*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.*

**STAR Results  
Percentage of Students Scoring at Proficient & Advanced Levels  
2009-10**

	Oleander							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	53	*	*	*	50	*	72	*
Math	59	*	*	*	66	*	67	*
Science	*	*	*		26		*	*
History								

*\*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

**STAR Results  
Percentage of Students Scoring at Proficient & Advanced Levels  
2009-10**

	Oleander					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	49	55	41	52	44	
Math	65	67	61	65	55	
Science	35	28	12	31		
History						

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

	API Rank			School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009			
Statewide Rank	2	3	6			
Similar Schools Rank	7	8	10			

  

Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	30	76	11	818	731	767
Ethnic Subgroups						
Hispanic or Latino	31	76	12	816	727	715
Other Subgroups						
Economically Disadvantaged	29	77	11	818	727	712
English Learners	20	72	16	809	703	691

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 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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

**Adequate Yearly Progress (AYP)  
Results Reported by Indicator and  
Compared to District Performance  
2009-10**

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Oleander	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 2009-10 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/).

**Physical Fitness**

In the spring of each year, Oleander Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." 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  
2009-10**

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	23.2%	29.5%	18.8%

**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 2009-10, Oleander Elementary did not participate in the Title I program and is therefore not required to comply with Title I program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ay/](http://www.cde.ca.gov/ta/ay/).

**Title I Program Improvement (PI) Status**

	Oleander	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		
		28.9%

*The statistical information in this table reflects the PI status during the 2010-11 school year.*

**Campus Description**

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

**School Facilities & Safety**

Oleander Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1955; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

**Campus Supervision**

Oleander Elementary has taken measurable steps to improve student safety on campus, including the provision of sufficient staff to monitor student behavior throughout the school day. As students arrive on campus each morning through a single entrance area, the principal and/or assistant principal greet students as they are dropped off by their parents/guardians. One noon duty aide is in the cafeteria and two teachers are on the playground before morning classes begin. During recesses, one noon aide and one teacher monitor playground activities. During lunch, noon duty aides and administrators share supervision in the cafeteria and on the playground to ensure students are behaving responsibly.

At the end of the day, primary teachers escort their students to the school's exit gates. Students in primary grades (K-2) are released to their parents/guardians. One noon aide is responsible for supervising the bus area and front of school. The principal and assistant principal circulate around the campus, exit area, and outside perimeter to the north and south on Oleander Avenue to ensure students depart in a safe and orderly manner. Oleander Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

**School Site Safety Plan**

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The most current plan was reviewed, updated, and discussed with school staff in March 2010. 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. 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.

**Facilities Inspections**

The district's maintenance department inspects facilities and operating systems at Oleander Elementary at least twice a year. A formal inspection report is

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
<b>Most Recent Inspection: March 31, 2010</b>				<b>Work orders were generated for all deficiencies noted below.</b>
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)	✓			Adjust water pressure at drinking fountain: K1 & 21.
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			Trash and debris: H2O Heater Room Outside; K2 Storage, & K3 Storage North East.
<b>Overall Summary of School Facility Good Repair Status</b>				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

*Exemplary: The school meets most or all the standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

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 March 31, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

### Campus Maintenance

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

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

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

### 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 2009-10 school year, Oleander Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

## 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					
2007-08					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	21.2	4	2		
1	19.7	5	2		
2	19.2	6			
3	20.5	3	3		
4	31.7		2	1	
5	30.0		3		
Combo K-3	19.0	1			
Combo 4-5	32.0		1		
2008-09					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	23.3	4		3	
1	20.1	7	1		
2	18.1	7			
3	19.8	6			
4	28.8		4		
5	33.0		1	2	
K-3	20.0	1			
2009-10					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K					
1					
2					
3					
4					
5					

2009-10 Data was not available at the time of publication of this report.

### Discipline & Climate for Learning

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

At the beginning of the school year, school rules and behavior expectations are 1) shared with students at a behavior assembly, 2) reviewed with parents and students at Back to School Night, 3) addressed by the principal in a personalized letter sent home to parents, and 4) posted on the school website. Each student is given a student handbook which outlines district policies, school rules, and behavior expectations. At the beginning of the second and third trimesters, students are reminded of the behavior responsibilities at discipline assemblies. Periodic recess assemblies are held to reinforce playground behavior expectations.

During recesses, students have the option of participating in free play, structured games/sports led by teachers, or playing board games under the shade trees. During lunch recess, each grade level takes its turn on the playground and then in the cafeteria for meals. Staff have found that structured activities during recess and lunch creates a positive environment and reduces playground disputes.

Each morning after students settle into their first class of the day, the principal delivers a daily bulletin which helps set

	Suspensions & Expulsions		
	Oleander		
	07-08	08-09	09-10
Suspensions (#)	15	22	25
Suspensions (%)	2.00%	2.89%	3.18%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	07-08	08-09	09-10
	Suspensions (#)	707	1219
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	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.

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

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Teachers nominate one of their student's each month who has made positive effort in citizenship or academics to have lunch with the principal. Academic progress is celebrated at end-of-trimester awards assemblies.

On Fridays, teachers submit to the principal the names of students who have made significant improvements, experienced unique accomplishments, or demonstrated outstanding behavior or academic accomplishments. Nominated students' names are announced through the intercom system along with the recognized behavior or accomplishment. In conclusion, the principal plays the song "Celebration" (recorded by Kool & the Gang). Students are encouraged to do their best at all times and look forward to the Friday Celebrations.

## 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 October 6, 2010, 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 2010-11 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 8:30 a.m. to 3:30 p.m. and is staffed by a full-time librarian. The library features 16,516 titles in English and more than 200 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and magazines. Four Internet-accessible computers are available for research, Accelerated Reader testing, and electronic title searches. 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 2009-10 school year, Oleander Elementary had a total of 136 computers. On average, each classroom is equipped with five computer workstations which are typically used for research, computer-

based intervention programs, Accelerated Reader, Accelerated Math, KidBiz 3000, PM Starter, Starfall, graphics presentations, and accessing web-based resources such as Study Island. The school's wireless computer lab features 40 Internet-accessible workstations and is used for whole class instruction and special projects. Each teacher determines the subject area and method to integrate technology into the reading, math, language arts, social science, and science curricula. A total of 48 mobile technology carts (one for each classroom) are each equipped with 40 laptops, an LCD projector, a document camera, and a printer. All classrooms have a SMARTBoard which may be used in conjunction with the equipment on the technology cart to enhance classroom instruction.

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Oleander Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2009-10 school year, Oleander Elementary held two staff development days that focused on:

- Response to Intervention (RtI)
- Instructional Conversations
- Differentiated Curriculum
- ELD
- Technology Symposium

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

As a supplement to district-sponsored professional development buy-back days, Oleander Elementary offers staff training

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
<b>Language Arts</b>			
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
<b>Math</b>			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
<b>Science</b>			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
<b>Social Science</b>			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

throughout the year on early release Tuesdays to address identified areas of need and new programs. During the 2009-10 school year, training activities focused on the SPARK physical education curriculum, differentiated instruction, vocabulary and reading comprehension, and reading instruction.

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:

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

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.

## Professional Staff

### Teacher Assignment

For the 2009-10 school year, Oleander Elementary had 33 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

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

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

and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Oleander Elementary supports a full-time outreach consultant and receives grant funding to provide assistance for students and their families. The outreach

### Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	1	0.5
Adaptive PE Aide	1	0.1
Adaptive PE Specialist	1	0.1
Bilingual Aide	1	0.5
Health Assistant	1	0.6
Instructional Support Teachers	2	2.0
LSH Aide	1	0.4
LSH Therapist	1	0.4
Outreach Consultant	1	1.0
Psychologist	1	0.6
School Nurse	1	0.2

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

consultant monitors student attendance to identify students who have a high rate of absences or tardies and then contacts identified students' parents to address the barriers interfering with school attendance. In some cases, the outreach consultant will conduct home visits in an effort to resolve excessive attendance or truancy issues.

### Teacher Credentials & Assignments

	Oleander				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	34	37	33		1869	1898	1608	
Teachers with Full Credential	34	37	33		1764	1816	1584	
Teachers without Full Credential	0	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	1	1		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Oleander	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

### Teacher Education Levels 2009-10

	Oleander	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	2.8	3.1
Master's Degree	19.4	37.5
Bachelor's Degree plus 30 or more semester hours	75.0	52.1
Bachelor's Degree	2.8	7.0
Less than a Bachelor's Degree	0.0	0.0

For low income families experiencing difficulty supporting the educational process at home, Oleander Elementary utilizes funds from its Nell Soto grant to offer educational outreach programs. Teachers visit the homes of those students who are considered high risk or at risk due to economic status; teachers meet with parents to introduce and explain the importance of their child education and provide materials such as crayons, pencils, scissors, paper, glue, and flash cards. Follow-up visits are made to evaluate progress, provide additional guidance, solicit parental involvement at school, and answer questions or concerns the families may have.

## SARC Data & Internet Access

### DataQuest

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

### Public Internet Access Location

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

(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

## 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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student

(based on 2008-09 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 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Current Expense of Education per Pupil 2008-09					
Expenditures Per Pupil	Dollars Spent per Student				
	Oleander	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,372	\$6,037	89.0%	N/A	N/A
Restricted (Supplemental)	\$1,164	\$1,650	70.5%	N/A	N/A
Unrestricted (Basic)	\$4,208	\$4,387	95.9%	\$5,681	74.1%
Average Teacher Salary	\$56,775	\$61,647	92.1%	\$68,179	83.3%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received general, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- 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
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- 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
- Vocational Programs
- Williams Case Settlement