

# PALMETTO ELEMENTARY SCHOOL



Grades PreK-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

Palmetto Elementary School's dedicated staff and outstanding school programs continue to bring praise and recognition to our school. In the past couple of years our students have experienced exceptional achievement. Our special school programs as well as our dedicated staff have received recognition for their extraordinary contributions to education. We are especially proud of the wonderful students, their impressive accomplishments, and excellent behavior. Visitors to our campus often share with us how impressed they are with our student's behavior and attitude. The warm, supportive learning environment and the student's joy for learning is prevalent throughout the classrooms. We work together to build pride in our school and its accomplishments.

Our belief in strong family/school/community partnerships also supports a high quality education for our students. Home-school communication provides parents information about school programs and ways they can be involved and supportive of school efforts. Palmetto parents are motivated to be involved in our school through workshops, advisory groups, PTA, and volunteering in the classroom. With the support of parents and community, the staff and students have created a climate of learning that enables every student to experience personal success and develop into a lifelong learner. Students and parents express pride in our school. "Palmetto Tigers" celebrate learning and achievement everyday as we "Race to the Top!"

### School Motto

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

### 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

Palmetto Elementary School is a traditional school serving 889 students in kindergarten through fifth grade, including 17% in special education, 50.5% qualifying for English learner support, and 84.9% qualifying for free or reduced-price meals. Palmetto Elementary has been an integral part of the Fontana community for over 50 years, educating a large population of third generation students. Many traditions that were in place when the school initially opened are still in place today.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	2.6%	Kindergarten	156
Amer. Indian or Alaskan Native	0.0%	Grade 1	166
Caucasian	6.6%	Grade 2	132
Asian	1.1%	Grade 3	150
Filipino	0.2%	Grade 4	147
Hispanic or Latino	89.2%	Grade 5	138
Pacific Islander	0.2%		
Total Enrollment			889

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

## Parent Involvement

Parents are encouraged to become involved in Palmetto 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 and in the library. Events such as Parent Orientation Night, Back to School Night, book fairs, and seasonal festivals provide opportunities for parents to interact with school staff while supporting their child's academic programs. Teachers strive for 100% participation in parent conferences. The School Site Council, Parent Teacher Association, English Learner Advisory Council, and Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and school budgets. Parents seeking more information about volunteering their time to the school community may contact the school office, the community liaison, the assistant principal, or the principal at (909) 357-5710.

All school-to-home communication is provided 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. Flyers are sent home to remind parents of school activities or important events, and banners are hung on the front gate announcing special events.

## Student Achievement

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

### California English Language Development Test

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

### District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix is used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Palmetto Elementary provide intervention programs for students who were identified through the matrix as performing below grade level standards.

### Standardized State Assessments

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

**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:

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

	Palmetto			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	34	36	42	34	38	42	46	50	52
Math	39	46	51	30	35	39	43	46	48
Science	25	31	52	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**

	Palmetto							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	*		*	*	43		25	
Math	*		*	*	52		43	
Science	*		*		52		*	
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**

	Palmetto					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	42	43	35	44	40	
Math	56	47	43	52	53	
Science	58	46	37	50	*	
History						

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

Results	API Rank			School Growth	District Growth	State Growth
	2007					
	2007	2008	2009			
Statewide Rank	2	3	2			
Similar Schools Rank	2	4	3			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	28	11	45	771	731	767
Ethnic Subgroups						
Hispanic or Latino	31	16	51	772	727	715
Other Subgroups						
Economically Disadvantaged	31	15	53	769	727	712
English Learners	32	22	52	768	703	691
Students with Disabilities				703	574	580

- 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	Palmetto	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, Palmetto Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." 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.	21.5%	25.4%	16.9%

**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, Palmetto Elementary received Schoolwide funding and is therefore required to comply with program requirements.

Title I Program Improvement (PI) Status		
	Palmetto	FUSD
PI Status	In PI	In PI
First Year of PI Implementation	2009-10	2008-09
Year in PI	Year 1	Year 3
No. of Schools Currently in PI		13
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.

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/).

## School Facilities & Safety

Palmetto Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Occasionally school staff meet with parents to address safety issues and revisit proper traffic flow policies. School facilities were built in 1957; ongoing and routine maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1957
Acreage	8.89 ac
Square Footage	61,901 sf
	<b>Qty.</b>
# of Permanent Classrooms	23
# of Portable Classrooms	18
# of Restrooms (student use)	3 sets
Library	1
Staff Lunch Room/Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

### 2009-10 Campus Improvement Projects

- Resurface playground asphalt
- Repair parking lot pavement

### Campus Supervision

Each morning before school starts, noon duty aides and teachers share supervision of students in the cafeteria, on the playground, and at student drop-off areas. The principal and teachers are stationed at the student drop-off and parking lot areas to ensure students arrive safely. During recess, teachers monitor student activities. During lunch periods, noon aides supervise students in the cafeteria, on the playground, and in the quad area. Teachers escort students to the bus and student pickup areas at the end of the school day. Palmetto Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### Campus Maintenance

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

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

One full-time day custodian and two full-time evening custodians are assigned to Palmetto Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working

order. Each morning before students arrive on campus, the custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Checking restrooms for cleanliness is a team effort shared among the custodians, noon duty aides, and the administrator. Restrooms are checked after every recess and periodically throughout the day; the custodian is notified when cleaning or restocking of supplies is needed. The principal and custodians all carry hand-held radios allowing them to communicate daily regarding campus maintenance and safety issues or emergency situations.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in May 2010. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

### 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, Palmetto Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

### Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Palmetto 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 2, 2010. During the 2009-10 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 2, 2010	Good	Fair	Poor
	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Lamps out: 3; 4 Office N; 12; 16; 26; 29; 39; D2; 28 Office; 18; Library; 23; 24; K2; MPR; Stage; AP Office; Nurse Storage, & Teacher Lounge. Stained ceiling tiles: 34; 31; 37, & 20. Replace soap dispenser: Boys Restroom by 1; Boys Restroom by 11; Girls Restroom by 11; Portable Boys Restroom, & Portable Girls Restroom.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		17: Adjust water pressure at drinking fountain.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris: Electric Room & Supplies NW.

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

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.*

### 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 19, 2010. Results of the inspection and corrective action taken by the district are provided in table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
NONE OBSERVED			

## Classroom Environment

### Discipline & Climate for Learning

Students at Palmetto Elementary are guided by district policies established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Palmetto Elementary's staff take a proactive, preventative approach to minimizing classroom disruption through character education lessons and modeling. Behavior expectations and classroom management policies are driven by the Character Counts program, centered around the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, and citizenship). Teachers integrate Character Counts traits into class lessons throughout the year.

Teachers have established individual classroom management plans which are shared with students and posted in the classrooms. Students are informed of the various types of appropriate and inappropriate school behavior as well as consequences that follow poor decision making. The student/parent handbook clearly outlines district and school policies related to behavior, academics, attendance, and safety.

At the beginning of the school year, 1) each student is provided with a copy of the school's attendance policies and procedures and 2) the principal and assistant principal conduct grade level assemblies to review playground and school rules. Teachers issue a "welcome" letter to parents at Parent Orientation and at the beginning of the school year; the "welcome" letter addresses general classroom and schoolwide policies. At Back to School Night, teachers share with parents expectations of student behavior and academic responsibilities. Grade level assemblies held at the beginning of the year introduce third, fourth, and fifth grade students to sexual harassment and no-bullying policies; each student is required to sign the school's sexual harassment policy to acknowledge receipt of the information. Students in grades K-2 participate in grade-appropriate harassment and no-bullying assemblies.

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

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

	Suspensions & Expulsions		
	Palmetto		
	07-08	08-09	09-10
Suspensions (#)	6	16	32
Suspensions (%)	0.63%	1.75%	3.60%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

  

	FUSD		
	Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
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.*

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students demonstrating kindness or good citizenship are immediately rewarded with a "Tiger Dollar" by an observant school staff member. Tiger Dollar recipients are eligible to participate in special prize drawings held at flag ceremonies. The computer lab teacher awards students acquiring the highest Accelerated Reader points with a free book certificate. One student from each class is selected by their teacher every month for the Student of the Month award for outstanding individual accomplishments in academics, citizenship, or attendance. Students who have maintained an excellent attendance record are recognized individually at awards assemblies (held every trimester). Students maintaining monthly excellent attendance are eligible to participate in the Principal's Recess.

## 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.	Number of Classrooms		
	Class Size	1-20	21-32	33+
K	25.0	2	3	1
1	20.0	7	1	
2	19.7	9		
3	19.4	9		
4	28.4		7	
5	32.7		1	5
2008-09				
Grade	Avg.	Number of Classrooms		
	Class Size	1-20	21-32	33+
K	26.2	2	4	
1	19.4	8		
2	18.6	8		
3	19.5	8		
4	28.4		5	
5	28.8		5	
2009-10				
Grade	Avg.	Number of Classrooms		
	Class Size	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.

## 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 #10-57 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 7:30 a.m. to 4:30 p.m. and is staffed by a full-time library specialist. The library features over 24,000 titles in English and more than 340 titles in Spanish for students to check out. Students have access to additional resources

such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Five Internet-accessible computers are available for research and electronic title searches. Students visit the library with their class at least once a week and independently before school, during lunch, and after school.

### Technology Resources

During the 2009-10 school year, Palmetto Elementary had a total of 205 computers. On average, each classroom is equipped with four computer workstations for student use. Computers are accessed for Accelerated Reader testing, Accelerated Math testing, STAR testing, research, skill building exercises, word processing, United Streaming and Math in a Flash programs.. The school's computer lab features 34 Internet-accessible workstations and is used for whole class instruction. Each teacher determines the method to integrate technology into all subject areas. Teachers use the computer lab and have access to laptops, LCD projectors, document cameras, and SMARTBoards to illustrate educational concepts and content through graphics presentations, Open Court Online, and BrainPOP®.

### Staff Development

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

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

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

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

During the 2009-10 school year, Palmetto Elementary held two staff development days that focused on:

- English Learners
- Early Intervention
- Grade Level Teams
- Renaissance Learning

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
- Response to Intervention (RtI)
- PLC
- DIBELS
- SMART Tech

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, Palmetto Elementary had 35 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". 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

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.5
School Nurse	1	0.2
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
SLH Therapist	1	1.0

*FTE = Full-Time Equivalent*

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

	Teacher Credentials & Assignments							
	Palmetto				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	43	44	35		1869	1898	1608	
Teachers with Full Credential	42	44	35		1764	1816	1584	
Teachers without Full Credential	1	0	0		105	82	24	
Teachers in Alternative Routes to Certification	1	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	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	
Palmetto	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	
	Palmetto	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	2.6	3.1
Master's Degree	39.5	37.5
Bachelor's Degree plus 30 or more semester hours	52.6	52.1
Bachelor's Degree	5.3	7.0
Less than a Bachelor's Degree	0.0	0.0

# 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.)

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 %

## 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.)

Current Expense of Education per Pupil 2008-09					
Expenditures Per Pupil	Dollars Spent per Student				
	Palmetto	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,854	\$6,037	97.0%	N/A	N/A
Restricted (Supplemental)	\$1,132	\$1,650	68.6%	N/A	N/A
Unrestricted (Basic)	\$4,722	\$4,387	107.6%	\$5,681	83.1%
Average Teacher Salary	\$64,362	\$61,647	104.4%	\$68,179	94.4%

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 categorical, 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

## SARC Data & Internet Access

### DataQuest

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

### Public Internet Access Location

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

- Fontana Branch Library  
(909) 574-4500  
Hours: Sunday 12-5  
Monday-Thursday 10-9  
Friday-Saturday 10-6  
Number of computers available: 232  
Number of printers available: 4
- Palmetto Elementary School Library  
Hours: 8:15-4:30  
Number of computers available: 2