

SOUTH TAMARIND ELEMENTARY SCHOOL



Grades PreK-5
Joel Aviña, Principal
8561 Tamarind Avenue - Fontana, CA 92335
(909) 357-5760 - FAX (909) 357-5769
avinjo@fusd.net



2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000
www.fusd.net

Board of Education

Barbara L. Chavez
Leticia Garcia
Kathleen Binks
Sophia Green
Gus Hawthorn

District Administration

Cali L. Olsen-Binks
Superintendent

Alejandro Alvarez
Associate Superintendent
Division of Business Services

Oscar Dueñas
Associate Superintendent
Division of Instructional Services

William W. Wu, J.D.
Assistant Superintendent
Division of Human Resources

Contents

Principal's Message
District Goals
School Profile
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data and Internet Access

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

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

School Profile

South Tamarind Elementary School is a single-track, year-round school serving 727 students in kindergarten through fifth grade, including 14% in special education, 53.8% qualifying for English learner support, and 77.3% qualifying for the free or reduced-price meal program.

A state preschool program is on campus and open to eligible 4 year olds. The preschool program offers a child-centered curriculum focusing on physical, cognitive, and social-emotional growth.

Attendance is a critical component in academic success. South Tamarind Elementary takes

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	2.1%	Kindergarten	130
Amer. Indian or Alaskan Native	0.1%	Grade 1	102
Caucasian	6.2%	Grade 2	124
Asian	0.3%	Grade 3	102
Filipino	0.0%	Grade 4	142
Hispanic or Latino	90.5%	Grade 5	127
Pacific Islander	0.7%		
Two or More Races	0.1%		
Total Enrollment			727

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.

measurable efforts to emphasize the value of being on time and in class every day. The school's Outreach Liaison monitors attendance and identified at-risk youth. When absences are excessive, the liaison visits students' homes to discuss attendance concerns with parents, provide needed support, and express the importance of regular school attendance.

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

Parent Involvement

Parents are encouraged to get involved in South Tamarind Elementary's learning community by volunteering in the classroom or office, attending school events, helping with after-school functions, working on home-projects, or sharing in the decision-making process. Events such as Back to School Night, Open House, Literacy Nights, parent workshops, and student performances provide opportunities for parents to interact with school staff while supporting their child's academic programs. The Parent Center, in room 18, is stocked with valuable resources and information to support the learning process at home.

Parent education activities include Parent Center workshops. The School Site Council, Parent Teacher Association, Superintendent's Advisory Council, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and student achievement. Parents seeking more information about volunteering their time to the school community may contact the principal or school secretary at (909) 357-5760.

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

Student Achievement

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

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. These curriculum embedded tests, developed by the district, are written and aligned with

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

Standardized State Assessments

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

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	South Tamarind			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	30	34	37	34	38	42	46	50	52
Math	34	42	47	30	35	39	43	46	48
Science	34	24	34	31	33	39	46	50	54
History	0	0	0	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									
	South Tamarind								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	*	*	*		35	*		61	
Math	*	*	*		47	*		61	
Science	*				32			*	
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						
	South Tamarind					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	38	35	26	37		9
Math	51	44	40	48		26
Science	42	25	23	35		*
History						

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:

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009			
Statewide Rank	3	2	2			
Similar Schools Rank	8	6	3			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	-13	28	14	739	731	767
Ethnic Subgroups						
Hispanic or Latino	-11	28	14	735	727	715
Other Subgroups						
Economically Disadvantaged	-12	28	14	739	727	712
English Learners	-16	41	28	738	703	691

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	South Tamarind FUSD	
	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

- 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%.

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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness

In the spring of each year, South Tamarind Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students

that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." 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.	11.7%	26.6%	37.5%

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, South Tamarind Elementary did not participate in Title I Program and is therefore not required to comply with Title I Program mandates.

Title I Program Improvement (PI) Status

PI Status	South Tamarind FUSD	
	Tamarind	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		

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/.

School Facilities & Safety

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

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

Campus Supervision

School staff take every opportunity to make sure students remain safe on campus. Before school starts, breakfast is served in the cafeteria. Each morning as students arrive for class, two teachers monitor the front and back entrance gates. Three noon duty aides supervise students in the cafeteria receiving breakfast and on the playground. Kindergarten students are escorted to their classroom by a parent/guardian or activities supervisor.

During recess, administrators and activities supervisors monitor assigned areas on the playground. At the end of the school day, all preschool, kindergarten, first and second grade students are released to their parent/

guardian in designated areas. Students in upper grades are escorted to the front and rear gates; teachers and the campus security officer ensure students depart in a safe and orderly manner. Two crossing guards help students cross the nearby streets safely.

The principal circulates throughout the playground each morning before arriving at the front of the school to meet and greet students and parents. At the end of the day, the principal is stationed at the front of the school to oversee and assist with student supervision.

South Tamarind Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Maintenance

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

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of each project and then assigns the projects to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists. The custodian, office personnel, school administrators, and a supervision aide carry hand-held radios to facilitate immediate communications regarding safety and emergency issues.

One full-time day custodian and two full-time evening custodians are assigned to South Tamarind Elementary and are responsible

for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked before and after each recess by the custodians and cleaned as needed. The principal and custodians meet formally two to three times a month and communicate informally on a daily basis to address campus maintenance and safety issues.

School Site Safety Plan

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

District Inspection Results

The district's maintenance department inspects facilities and operating systems at South Tamarind Elementary School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on April 14, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

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 Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: April 14, 2010	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: T-13; T-20; T-4; Old Library; New Library; AP Office; 9; 18; 20; 21; MPR, & Stage. Stained ceiling tiles: T-15; T-16; T-7; K-4; Storage Outside North; 12; 17, & 19. Replace soap dispenser: Portable Boys Restroom; Girls Restroom by 6. & Boys	
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	✓		
		Trash and debris: Storage South; K1/K2 Storage East; Storage North by 8; Storage North (2); Storage South (2). Storage Inside: Clutter.	

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

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

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Admin Office	Hazardous Material	Paint is peeling, chipping or cracking	
Auditorium MPR	Interior Surfaces	Wall mop strip missing or damaged	
Playground	Windows/Doors/Gates/Fences	Fencing has hole or is not secured properly	
T - 11	Windows/Doors/Gates/Fences	Screen are damaged	

School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 27, 2010. Results of the inspection and corrective action taken by the district are provided in table below.

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

Classroom Environment

Class Size

The table below illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.1	10		
1	19.3	6	2	
2	19.9	6		
3	17.0	7		
4	29.3		4	
5	30.5		4	
Combo 4-5	26.0		1	
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.8	6		
1	19.8	6		
2	18.5	6		
3	17.9	7		
4	29.3		4	
5	27.5		4	
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6				

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

Discipline & Climate for Learning

Students at South Tamarind 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 behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students have difficulty following school rules. Disciplinary measures are applied in the classroom, students who continue demonstrating poor conduct are referred to school administrators. When determining appropriate consequences, administrators take into consideration past behavior trends when addressing consequences for poor choices in conduct. Student discipline is always dealt with in a fair, firm, and consistent manner.

School rules and behavior expectations are introduced to students at discipline assemblies, outlined in the student handbook, and reinforced in weekly bulletins and announcements. The principal visits each classroom during the first few weeks of school to explain students' responsibilities on campus. Teachers and administrators remind students individually and in small groups as needed to conduct themselves in a safe and responsible manner. Each morning after students settle into their first class of the day, the principal delivers a daily bulletin which helps set a positive tone for the rest of the day.

Suspensions & Expulsions			
South Tamarind			
	07-08	08-09	09-10
Suspensions (#)	26	92	34
Suspensions (%)	3.39%	13.09%	4.68%
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. South Tamarind Elementary developed the Superstars incentive program to promote good citizenship. After Friday morning announcements, students who have demonstrated positive behavior or kindness throughout the week are recognized and invited to the school office for their

Superstars award. Each teacher has adopted their own classroom incentives rewarding academic, citizenship, and attendance efforts on a monthly basis in alignment with the Superstars program.

At the end of each trimester, students demonstrating outstanding academic accomplishments, showing improvement, and demonstrating positive behavior are eligible for selection as student of the month in their individual classrooms. Perfect attendance awards, Accelerated Reader awards, and Student of the Month awards are presented at assemblies held at the end of each trimester. At the end of the school year, an awards assembly is held to honor students for individual accomplishments in academics, citizenship, and attendance. Students earning perfect attendance each trimester are invited to special activities that have included the Mobile Recreation Unit and pizza parties.

After-school programs and clubs feature fun activities that promote fitness, academic enrichment, and parent involvement. Students are encouraged to join Y-Achievers, tutoring, and computer lab activities offered after school.

Curriculum & Instruction

Staff Development

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

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

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

- Writing Prompts, Rubrics, Anchor Papers
- Integrating Writing Strategies with Open Court and Technology
- SPARK (physical education curriculum)
- English Language Learners

As a supplement to district-sponsored professional development buy-back days, South Tamarind Elementary offers staff training throughout the year on early release Mondays to address identified areas of need and new programs. During the 2009-10 school year, training activities focused on:

- Writing - writing rubrics, grade level expectations, etc.
- Fluency - pacing, expression, evaluation of growth, data analysis, benchmark alignment, differentiated instruction, etc.

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 the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom.

Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On 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

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

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

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 8:00 a.m. to 3:30 p.m. and is staffed by a full-time library specialist. The library features over 13,415 titles in English and more than 140 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Three Internet-accessible computers are available for research. Students visit the library with their class once a week; students may visit the library on their own time before school, during lunch, and after school.

Technology Resources

During the 2009-10 school year, South Tamarind Elementary had a total of 217 computers. On average, each classroom is equipped with six computers. One classroom serves as a computer lab which features a Smartboard and 30 Internet-accessible workstations, some of which are equipped with wireless technology. Teachers have access to four mobile technology carts; each cart is equipped with 16-20 lap tops and used for whole class instruction. Each teacher determines the method to integrate technology into the language arts and math curricula. Students use classroom and lab computers for research and keyboarding activities, preparing graphics presentations, and accessing educational-based programs such as Accelerated Reader, Accelerated Math, unitedstreaming®, Essential Skills and Study Island. All classrooms are equipped with a teacher's laptop, document camera, and LCD projector to enhance the illustration class lessons and access supplemental resources. During the 2009-10 school year, South Tamarind Elementary School purchased 15 new interactive whiteboards, 30 Interwrite tablets, and two sets of classroom responder systems.

Professional Staff

Teacher Assignment

For the 2009-10 school year, South 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 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

South Tamarind Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide

counseling and support services. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

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

	No. of Staff	FTE
Counselor	0	
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
LSH Therapist	1	1.0
Outreach Liaison	1	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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

Teacher Credentials & Assignments

	South Tamarind			FUSD				
	07-08	08-09	09-10	08-09	07-08	08-09	09-10	08-09
Total Teachers	37	35	27		1869	1898	1608	
Teachers with Full Credential	35	33	27		1764	1816	1584	
Teachers without Full Credential	2	2	0		105	82	24	
Teachers in Alternative Routes to Certification	1	1	1		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	1	1		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	
South Tamarind	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

	South Tamarind	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	3.3	3.1
Master's Degree	20.0	37.5
Bachelor's Degree plus 30 or more semester hours	70.0	52.1
Bachelor's Degree	6.7	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.)

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 %

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

Current Expense of Education per Pupil 2008-09					
Expenditures Per Pupil	Dollars Spent per Student				
	South Tamarind	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,684	\$6,037	94.2%	N/A	N/A
Restricted (Supplemental)	\$1,231	\$1,650	74.6%	N/A	N/A
Unrestricted (Basic)	\$4,453	\$4,387	101.5%	\$5,681	78.4%
Average Teacher Salary	\$53,856	\$61,647	87.4%	\$68,179	79.0%

- 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 South Tamarind Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

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

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

South Tamarind Elementary School
Parent Center
Hours: 8-3:30
Number of computers available: 6
Printer available: yes