

# Hemlock Elementary School

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## A Message from the Principal

The School Accountability Report Card was designed to provide parents and other members of the school community with a variety of information about the school, its resources, its successes, and the areas that need improvement.

Although our academic goals are simple to state, they are a challenge to implement. We want all of our students to be reading fluently by the end of third grade. We want all of our students writing fluently by the end of fourth grade and word processing efficiently by the end of fifth grade. We also want all of our students to master basic mathematics facts and solve complex problems. While acquiring these academic skills and concepts, we want all of our students to learn how to get along with one another and to work together in cooperative groups to solve problems and complete complex tasks.

Although we have accomplished much since the opening of the school three years ago, there is still much unfinished business left to do. As you read this Report Card for the 1995/96 school year, I believe you will find that a picture emerges of a school community committed to the mission statement we adopted during our first year --- The community of Hemlock School works together to create a learning environment where students will become effective communicators, inspired learners, productive workers, responsible citizens, and resourceful thinkers. Please contact us at the Hemlock School office (357-5470), if you have any questions, comments, or concerns about this School Report Card.

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 Hemlock Elementary School

## School Description

Hemlock Elementary School is one of twenty-one elementary schools in the Fontana Unified School District. The Hemlock Elementary School population is a rich mixture of Anglo (23%), Latino (59%), Black (15%), Asian (1%), Native American (1%), and Other (Pacific Islander, Filipino 2%) students. The proportion of children who speak English as a second language (25%) is increasing, with 157 students who require primary language support to be successful.

Hemlock is fortunate to have parents who are involved in the education of their children through volunteering in classrooms and participating in the School Site Council, Bilingual Advisory Committee and the Parent Teacher Association.

At Hemlock Elementary school, we believe that all students can learn. Instruction is focused on student success and guided by the California Curriculum frameworks, the document It's Elementary, district guidelines, and our school plan. Integrated, activity-based instruction is emphasized across the curricula, with an emphasis placed on early literacy development and hands-on, manipulative experiences in all subject areas.

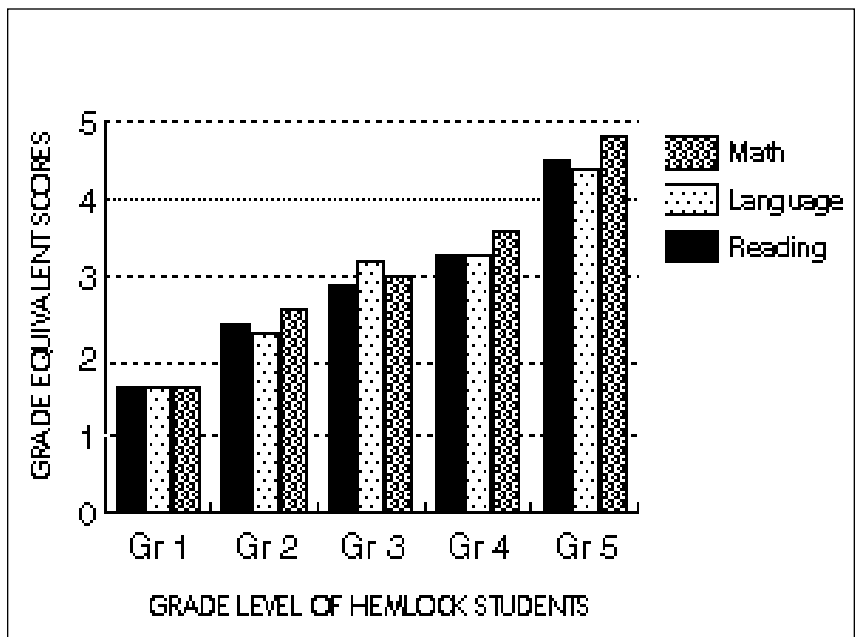
## Size of School

In 1995/96 Hemlock Elementary School had an enrollment of 618 students. We had a total of 21 K-5 classes.

## INDICATORS OF THE CONDITIONS OF THE SCHOOL

### Student Achievement

This graph represents results from Reading, Language and Math sections of the ITBS Achievement Test for Hemlock Elementary School. Our students took this test in the Spring of 1995. The ITBS is a standardized, multiple choice test, and the results compare our students according to a national "norm" group. Students from various parts of the United States took this test to establish the "norm" or expected scores for students at each grade level. The bars on the graph indicate the average "Grade Equivalent" scores for each grade level at Hemlock.



Teachers have noted that the children appear to be excited about coming to school and are on task in the classrooms. Curriculum changes in all grade levels had led to an overall upward surge in the children's enthusiasm and creativity. Samples of children's work are on display throughout the school.

### Attendance Rate

Hemlock Elementary School continues to recognize and emphasize the importance of regular attendance throughout the school year, and is identifying at-risk students to help stem the drop-out rate in later school years. For state apportionment purposes, the attendance rate at Hemlock Elementary School in 1995/96 was 98.99%.

### Expenditures & Services Offered

Although funding in many budget categories for Hemlock Elementary School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following are significant:

- For 1995/96 the school received \$19,584 for instructional purposes.
- In addition to state and local revenues received for general education, the school received the following categorical funds from special state and federal programs: \$90,750 from Chapter I funds, \$40,100 School Based Coordinated Program, \$2,110 Bilingual (EIA/LEP), and \$3,548 Chapter II and \$1,100 for Gifted and Talented Education.

# INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

## Class Sizes and Teaching Loads

As a result of an agreement negotiated with the Fontana Teachers' Association the district staff was at an average of 31 students per class, K-5. Due to individual grade loads, however, some classes were higher or lower than the average.

### 1995/96 Distribution of Children for Each Teacher

	Pre-School	Kinder-garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Class 1	21	31	30	31	32	31	33
Class 2		28	31	31	30	33	33
Class 3		30	29	18*	31	32	18*
Class 4		30	9*	22*	14*	15*	

\* Indicates Combination Class

Because of a 42% student mobility, these numbers can vary on almost a daily basis. Hemlock Elementary School had 264 students move in or out of school during the 1995-96 school year. Feel free to contact our school office to get current class size numbers.

## Teacher Assignment

Every teacher in Hemlock Elementary School is properly certified to teach at the appropriate grade level. With the five designated bilingual classrooms, four teachers are bilingual and the teacher in fourth grade has received special training to work with bilingual students.

## Textbooks and Instructional Materials

The district provides Hemlock with textbooks and supplemental materials to support the school's instructional program. A district committee comprised of teachers and administrators selects the state approved textbooks for piloting, after which a selection is made for the district. Consistent with school district policy, all textbooks are within the seven year adoption cycle.

Hemlock's students have access to an abundance of instructional materials and books including good literature in the classrooms and the school library. Manipulatives, models and "hands-on" equipment are available for mathematics and science instruction.

## Counseling and Support Services

Hemlock School students are provided support services based on the recommendation of the Student Study Team. This team is comprised of the principal and representatives of the classroom teachers who meet to discuss students with special needs. By combining knowledge and brainstorming solutions, team members generate many practical suggestions for modifying the regular classroom program to accommodate diverse student needs.

The school enjoys the services of a full-time library clerk. Students may also receive the services of a 5-hour per day health clerk, a resource specialist, a speech therapist, an adapted P.E. teacher, a school nurse, a psychologist, two Reading Recovery Teachers, and two bilingual instructional aides. A counselor contracted through Fontana FIRST is also available. Instrumental and vocal music instruction is available to students in grades 3-5.

## Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. However, in an attempt to provide more substitutes, our Board approved all teachers to substitute at Fontana schools when off-track or during summer vacation.

## Teacher Evaluation & Professional Improvement

In accordance with the negotiated contract all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. All non-tenured teachers have formal observations three times per year and are evaluated twice yearly.

## School Facilities and Safety

Due to the implementation of the CSP Year Round Program, we have been able to move portable classrooms from Hemlock to other FUSD locations. Ninety-four percent of our students are now housed in permanent classrooms.

According to the Standard School Crime Report for the first semester of 1995/96, there was 1 safety related incidents at Hemlock Elementary School. This normally includes such incidents as fights which are grounds for suspension, several types of vandalism and property crimes that occur during the school day.

## Classroom Discipline & Climate for Learning

There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The school and District administration have been especially supportive of the on-going process of improving our instructional and discipline programs. Each parent is provided with a copy of our school's discipline plan at the beginning of each school year or upon enrollment. The plan includes state, district and school guidelines.

## Quality of Instruction & Leadership

The school curricula are closely aligned with State Frameworks. There is a variety of programs on the campus to meet the diversity of the student needs. These programs include: Bilingual Program, Resource Specialist, a GATE Program and the Reading Recovery Program.

Leadership at Hemlock is shared among the the Principal, team leaders, and classroom teachers. The staff and school leaders are committed and dedicated to the students and to the improvement of the school program. The leadership team works together to ensure the school's curricula are accessible to all students. Parents also provide leadership of the school program through the PTA, School Site Council and the Bilingual Advisory Committee. In the 1995-96 school year, Hemlock parents provided in excess of 2600 hours of volunteer service to the school.

## Training & Curriculum Improvement

Staff development at Hemlock is considered an important part of the instructional program. Hemlock staff has regularly been involved in staff development activities related to the implementation of new programs.

Hemlock Elementary School has a plan for training and curriculum development which was developed jointly by the teachers and the administration. Features of the plan include; opportunities for site experts to conduct staff inservices, travel to select conferences, the use of consultants from the department of instruction at the local universities, the district's staff development services and other outside sources. An especially important component of our program has been the opportunity to have days of student non-attendance for staff development purposes. Staff development days are held throughout the year to provide school personnel with opportunities to enhance their skills.

## Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget. Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.