

Oleander Elementary School

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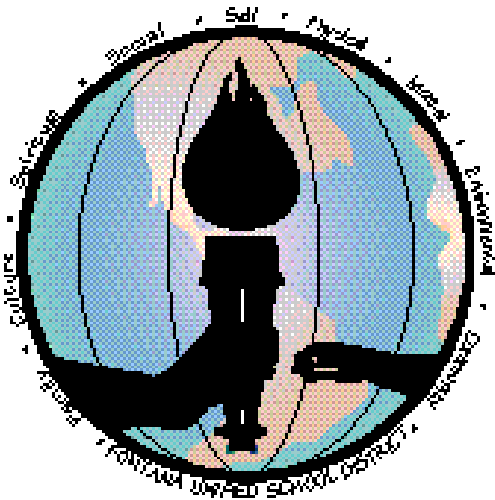
Steven L. Desist, Principal

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A Message from the Principal

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The report card to be issued annually by local school boards for each elementary and secondary school in the State, provides parents and other interested people a variety of information about the school including its resources, its success, and the areas in which improvements are needed.

In the past two years Oleander School has experienced a drop in enrollment from 1200 plus students to 810 regular students, 20 special day class students and 49 pre-school students. Our high degree of student turnover has dropped from 1657 students in and out in 1990/91 to 57% turnover in the 1994/95 school year.

We believe our programs offered here at Oleander School has changed the drop in the transiency rate, and families are staying longer in our attendance area.

The last three years we have had the healthy start program helping needy families and homeless families. We have also had a health clinic, a child protective service worker, public health nurse, and a full time liaison community aide. Oleander has a parent as teacher community aide working with young families with children from 0-5 years of age, teaching parenting skills to them.

The number of students who have enrolled at Oleander who do not have English as the primary language continues to increase. Oleander has over 290 students who speak a language other than English. To help meet the needs of these students, Oleander has 8 bilingual teachers on campus and continues to add more.

Oleander School has two multi-age developmental classrooms. The children move around their colorful, print-rich environment working individually or collaborating in small groups. They investigate, share and discuss ideas with other children, parents, and teachers.

The school's program continues to improve and excel as the Oleander School Staff shifts their paradigms, gets out of their comfort zones and prepares to teach children in a changing world of high technology.

We are excited.

Steve Desist, Principal
 Oleander Elementary School

School Description

Oleander Elementary School is one of twenty-one elementary schools in the Fontana Unified School District. The student population has continued to change, and today the 840 student school population (which includes our Pre-School students) is a rich mixture of Anglo (14.1%), Latino (63.7%), Black (19.8%), Asian (.8%), and Other (Pacific Islander, Filipino 1.6%) students.

Oleander Elementary School enjoys the active support of its parents and other community members. There is a very active Parent Teacher Association.

The mission of the school, is adopted by the entire staff (teachers, administrator, classified, site council, etc.) is:

The staff of Oleander Elementary School is committed to creating an atmosphere of mutual respect and affection where all students will be motivated to search for knowledge, and maximize their potential socially, emotionally and academically.

Parents are encouraged to volunteer in our classrooms. Oleander must and will be a user friendly school if we are to accomplish our mission goals.

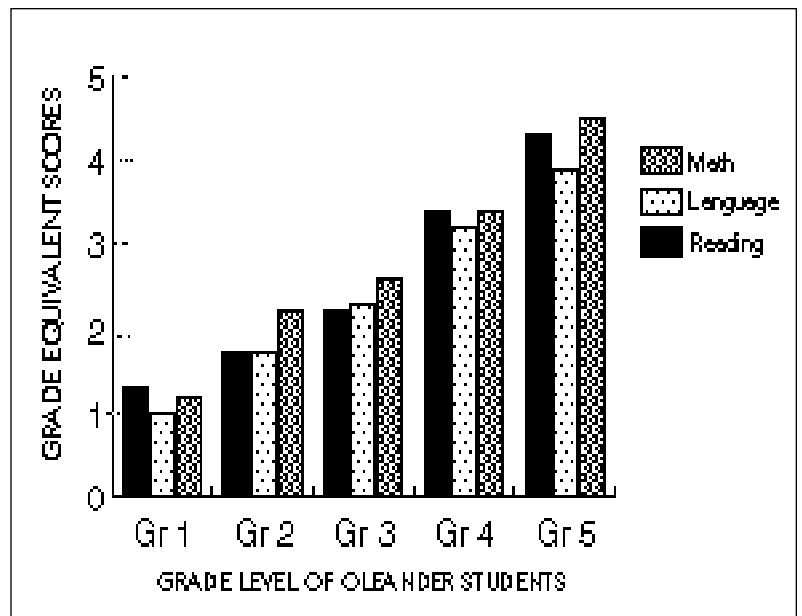
Size of School

At a total of 840 students, Oleander Elementary School is larger than 89% of the elementary schools in the State of California. In 1987 the school converted to a Continuous School Program (CSP) because of the rapid increase in enrollment, and we now have a total of 30 Pre-School-5th grade classes and 2 special education 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 Oleander Elementary School. Our students took this test in the Spring of 1996. 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 Oleander.



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

Oleander Elementary School continues to 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 Oleander in 1995/1996 was 99.31%.

Expenditures & Services Offered

Fontana Unified School District receives funding from many sources for use throughout the District. Special categorical funds are received by Oleander from the State and Federal Government each school year. During the 1995-96 school year Oleander received the following funds: General Funds - \$23,506, Title I - \$277,200, School Improvement - \$54,898, Title VI - \$5,593, and EIA/LEP - \$39,598.

Instructional supplies, categorically funded personnel, staff development, equipment, parent education, assemblies, student awards and other materials are provided with these funds.

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	24	27	17	27	26	28	27
Class 2	22	27	10	13	8	12	7
Class 3		26	21	26	30	25	4
Class 4		30	25	22	24	29	30
Class 5		29	16	11	3	15	29
Class 6		13	20	8	5	14	11
Class 7			19	10	3		
Class 8			11	7	8		
Class 9				9	7		
Class 10					9		
Sp. Ed.		2	3	3	4	9	4

Because of student transiency, these numbers can vary on almost a daily basis. Oleander had 325 students move in or out of school during the 1994/95 school year. Feel free to contact our school office to get current class size numbers.

Teacher Assignment

Every teacher in Oleander School is properly certified to teach at the appropriate grade level. Oleander employs two intern teachers at the first and second grade levels.

Textbooks and Instructional Materials

Consistent with school district policy all textbooks are within the state's seven year cycle. In 1994/95 we adopted a new math series which we feel will be new and exciting to our staff and students. During the 1995/96 school year, we began the process of adopting a new language arts series.

Counseling and Support Services

Oleander School has the services of a full-time library clerk. When needed, students also receive the services of a five hour per day health clerk, one full-time Resource Specialist, a full-time Reading Specialist, a Speech Therapist, an Adaptive P.E. teacher, a school nurse, a campus security aide, a healthy start community liaison aide, a Child Protective Service worker, a Public Health Nurse, and a D.A.R.E. policeman from the Fontana Police Department. Oleander has its own full-time counselor.

Instrumental and vocal music instruction is available to students.

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.

School Facilities and Safety

Most of Oleander School's portable classrooms were or will be removed by the end of the 1995/96 school year, due to our drop in enrollment.

According to our records Oleander's vandalism has dropped tremendously over the past two years. Suspensions are down to one-third of the total suspensions two years ago. Our staff continues to work with students to build self-esteem and pride in their school.

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 every one to cooperate. The school and District administration have been especially supportive of our school's discipline plan. The plan includes state, district, and school guidelines. Assemblies are held in a timely manner to reinforce and update the students on safety and appropriate school behavior.

Quality of Instruction & Leadership

There is a variety of programs on campus to meet the diversity of student needs. These programs include: cross-age tutors, bilingual aides, project success aides, resource specialist, library aide, G.A.T.E. coordinators, after school tutoring program and a full time reading specialist teacher.

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 two times per year and are evaluated twice yearly.

Training & Curriculum Improvement

Oleander staff members attend conferences and staff development sessions for training in areas which affect the school as a whole as well as grade specific training. District-wide and site staff development days are provided throughout the school year on student non-attendance days. Staff members meet each month for grade level committees, staff and leadership team meetings in order to communicate program needs, concerns and ideas with each other. Site personnel and consultants from in and out of the District assist with staff development.

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.