



FONTANA UNIFIED SCHOOL DISTRICT
 SCHOOL ACCOUNTABILITY REPORT CARD • SPRING 1996
South Tamarind Elementary School

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Euniece Brockett, Principal

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A Message from the Principal

This School Report Card is designed to inform you, our school community, about conditions and progress being made at South Tamarind Elementary School.

We are facing one of the most challenging and exciting times in education as we work to continue offering a quality education for all students. The South Tamarind staff is committed to providing our students a stimulating curriculum in a flexible and supportive learning environment. We encourage academic, social, physical, and interpersonal growth. South Tamarind programs are designed to build upon the students' strengths to ensure that they will have a positive school experience and develop a lifelong quest for knowledge.

An important goal at South Tamarind is the development of a high-quality educational program that will prepare all students for life in a fast-changing and complex world.

As you read this Report Card for the 1995/96 school year, I believe you will find that what emerges is a picture of a school that is on the road to positive change, a faculty that is professionally skilled and personally committed to meeting the educational needs of all students, and a student body that is motivated to perform well. Please feel free to contact us with questions or comments concerning this School Report Card.

Euniece Brockett, Principal
 South Tamarind Elementary School

School Description

South Tamarind Elementary School is one of twenty-one elementary schools in the Fontana Unified School District. The South Tamarind population is a rich mixture of Anglo (30%), Latino (63%), Black (4%), Asian, Native American, and Other including Pacific Islander and Filipino (3%) students. The proportion of children who speak English as a second language (30%) is increasing, with 199 students who require primary language support to be successful.

South Tamarind is fortunate to have parents who are involved in the education of their children through volunteering in classrooms, serving on the School Site Council and Bilingual Advisory Committee, and attending parent education programs and school special events.

At South Tamarind, 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 emphasis placed on early literacy development and hands-on, manipulative experiences in all subject areas.

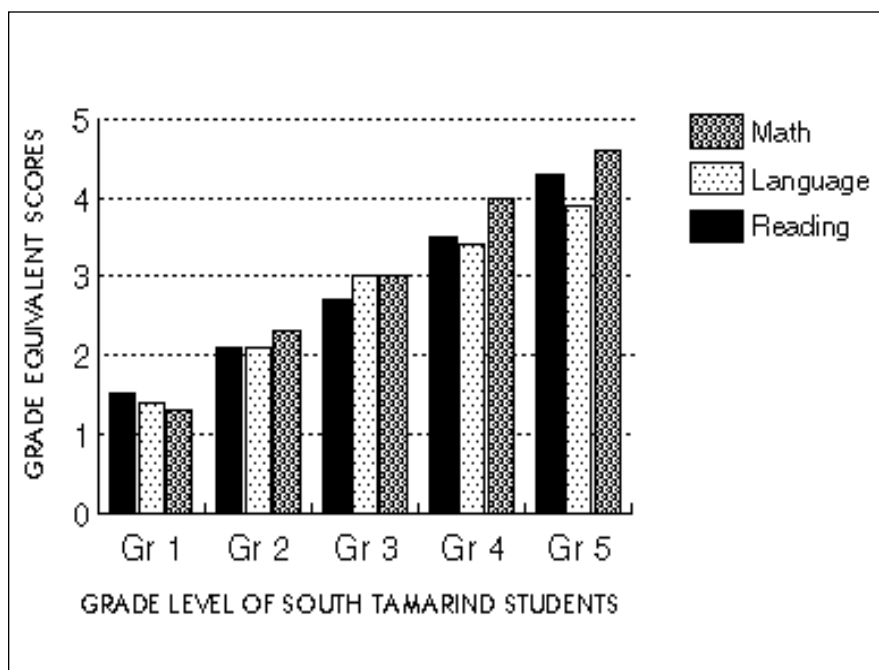
Size of School

In 1995/96 South Tamarind had an enrollment of approximately 678 students. We had a total of twenty-two K-5 classes and two Special Day 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 South Tamarind 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 South Tamarind.



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

South Tamarind 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 South Tamarind in 1995/1996 was 99.40%.

Expenditures & Services Offered

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

- For 1995/96 the school received \$20,409 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: \$120,310 from Title I funds, \$48,579 School Based Consolidated Program, \$49,000 Miller Unruh, \$3,510 Economic Impact Aid (Bilingual), \$4,045 for our Title VI Program and \$1,302 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 enrollment, 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		31	31	29	31	35	28
Class 2		29	26	29	32	33	30
Class 3		31	25	30	9*	20*	29
Class 4		33	22	13*	17*	22*	11*
Class 5				12*	18*		
Sp. Ed.					3*	14*	4*

* indicates combination class

Because of a 67% student mobility rate, these numbers can vary on almost a daily basis. South Tamarind had 467 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

All South Tamarind classroom teachers are assigned to teach within the areas authorized by their credentials.

Textbooks and Instructional Materials

The district provides South Tamarind with textbooks and supplemental materials to support the school's instructional program. A district committee comprised of teachers and administrators selects 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.

South Tamarind'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

South Tamarind 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, three Reading Recovery teachers, two Descubriendo La Lectura teachers, twelve Title I literacy tutors, and two bilingual instructional aides. In addition, the school has a Parents as Teachers Program (PAT). This program is available to parents in English or Spanish. A community aide visits homes to increase the number of parents prepared to promote their children's development from birth to the time they enter school, thus providing a meaningful school-community relationship. A counselor contracted through Fontana FIRST is also available. Instrumental and vocal music instruction is available to students in grades 3-5.

Substitute Teachers

It is our goal to provide qualified substitute teachers whenever a teacher must be absent. 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

One of the goals of South Tamarind Elementary School is to provide an environment which is safe, clean and conducive to learning. Constructed in 1951, South Tamarind is situated on 8.54 acres of land. Classrooms are all air conditioned. There is one daytime custodian and one nighttime custodian who maintain the school facilities. The district also provides regular as well as preventive maintenance for school facilities and equipment. Additionally, South Tamarind's Safety Committee makes periodic inspections. The school has a Disaster Preparedness Plan for dealing with a wide variety of emergency situations. Emergency water, blankets, first aid supplies, radios, flashlights, and tools recommended for use in a disaster are stored on campus. Fire and earthquake drills are held on a regular basis to ensure the safety of students, staff, and parents.

According to the Standard School Crime Report for the 1995/96 school year, there were 0 safety related incidents at South Tamarind Elementary School. This report normally includes several types of vandalism and property crimes that occur during the school day.

Classroom Discipline & Climate for Learning

The learning environment at South Tamarind reflects an academic focus. The school is viewed as a place to learn and where there are high expectations for student achievement and behavior.

Schoolwide behavior and discipline policies are consistent with the Education Code and with district rules and regulations regarding student discipline.

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 are a variety of programs on the campus to meet the diverse student needs. These include: Special Day Classes, a Bilingual Program, a Resource Specialist Program, a GATE Program, a Title I Literacy Tutor Program, Reading Recovery, and Descubriendo La Lectura.

Leadership at South Tamarind is shared among 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. Their work often extends well beyond the school day. The leadership team works together to ensure the school's curricula are accessible to all students. Parents also provide leadership for the school program through the School Site Council and the Bilingual Advisory Committee. In the 1995/96 school year, South Tamarind parents and community members provided in excess of 4400 hours of volunteer service to the school.

Teacher Evaluation & Professional Improvement

Classroom teachers are regularly evaluated by the principal. The principal visits the classrooms periodically and meets with teachers to discuss their strengths and any needed improvements.

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.

Training & Curriculum Improvement

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

South Tamarind has a plan for training and curriculum development which was written jointly by the teachers and the administrator. Features of the plan include opportunities for site experts to conduct staff inservices, teachers to observe and coach each other, travel to select conferences, the use of consultants from 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 and early Monday dismissal 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.