



*To graduate all students prepared to  
succeed in a changing world.*

### **Hemlock Elementary School**

15080 Miller Avenue  
Fontana, CA 92336-2395  
(909) 357-5470  
FAX (909) 357-5479

Preschool - Fifth Grade  
Nancy Deagle  
Principal

[www.fontana.k12.ca.us](http://www.fontana.k12.ca.us)

### **2000-01 Board of Education**

Laura Abernathy-Mancha,  
Board President

D. Wayne Ruble, Ed.D., Board Clerk

Kathy Binks, Board Member

Gus Hawthorn, Board Member

Rick McClure, Board Member

### **District Administration**

Karen J. Harshman, Ed.D.  
Superintendent of Schools

Emmanuel J. D'Souza  
Associate Superintendent, Business

Francesca Mazzolini  
Associate Superintendent, Education

Patricia J. Peoples, Ed.D.  
Associate Superintendent, Human  
Resources

## **Fontana Unified School District**

# **Hemlock Elementary School**

## **2000-2001 Annual School Report Card**

### **A Message from the Superintendent**

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.  
Superintendent of Schools

### **Principal's Message**

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card". We are proud of Hemlock Elementary School and welcome this opportunity to tell you more about us.

Hemlock Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to assure success for all students.

The staff at Hemlock Elementary School believes that each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Our goal is for every student to be a reader by the end of Kindergarten.

The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We care about each and everyone of our students!

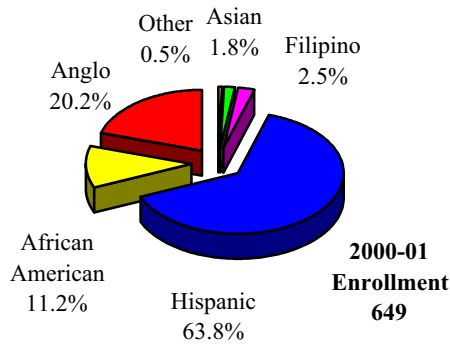
Hemlock Elementary School prides itself on involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons including individual parent visitations, Back to School Night, Open House, Family Geography Night, Awards Assemblies, Student Performances, and other special events. We believe that parents, community members, and staff must work together for the education of all students. We are very proud of our fine tradition at Hemlock Elementary School!

### **School Mission**

The community of Hemlock School, comprised of students, parents, and staff members, works together to create a learning environment where students will become effective communicators, inspired learners, productive workers, responsible citizens, and resourceful thinkers.

## School Profile

Hemlock Elementary School is a multi-track, year-round school serving 649 students in preschool through grade five. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Hemlock Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



## Discipline & Climate for Learning

Students at Hemlock Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Hemlock Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the parent handbook, which outlines student behavior expectations, and school and personal safety rules.

Research has shown that student dress and appearance affect student attitudes and conduct. Accordingly, Hemlock Elementary has adopted a uniform policy for both boys and girls, which is outlined in the parent handbook.

Hemlock Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Hemlock Elementary School			All Fontana Elementary Schools		
	99	00	01	99	00	01
Suspensions (#)	12	9	11	738	439	688
Suspensions (%)	2.0	1.4	1.7	4.1	2.4	3.6
Expulsions (#)	0	0	0	0	3	4
Expulsions (%)	0.0	0.0	0.0	0.00	0.02	0.02

## Attendance

Regular attendance at Hemlock Elementary School is a necessary part of the learning process and is critical for scholastic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Punctuality and promptness are desirable traits to develop. The stu-

dents of Hemlock Elementary are expected to be in their seats and ready for instruction at the designated time.

## Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Writing Celebration
- Science Fair
- History Day (4th and 5th grades)
- Student Council (4th and 5th grades)
- Math Field Day (5th grade)

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Student of the Month
- Principal's Honor Roll
- Honor Roll
- Best Attendance
- Math Challenges

## Homework

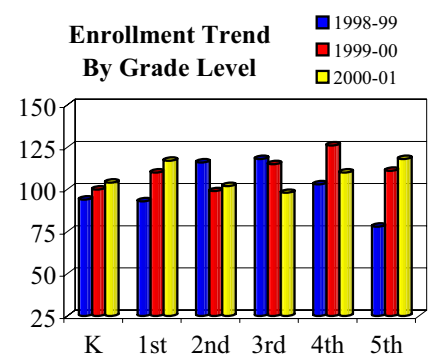
Hemlock Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. In a normal school week, a minimum of four nights of homework is assigned. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

## School Attendance

Student enrollment over the past three years at Hemlock Elementary has increased by 7.8%. Schoolwide enrollment at the beginning of the 2000-01 school year was 649 students.

School districts receive financial support from the state for the education of the students they

serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Hemlock Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school



years, the actual attendance rates for all grade levels for Hemlock Elementary were 93.97% and 93.50%, respectively.

### Class Size

Hemlock Elementary maintained a schoolwide average class size of 22 students and a pupil/teacher ratio of 21:1 for the 2000-01 school year. The pupil-to-teacher ratio varies by grade level taught.

	Average Class Size			Classrooms containing								
				1-20 Students			21-32 Students			33+ Students		
	99	00	01	99	00	01	99	00	01	99	00	01
<b>Kind.</b>	32	20	20	-	4	5	3	-	-	-	-	-
<b>1st</b>	17	19	20	5	4	6	-	-	-	-	-	-
<b>2nd</b>	19	18	20	6	2	6	-	-	-	-	-	-
<b>3rd</b>	20	20	20	6	4	5	-	-	-	-	-	-
<b>4th</b>	31	30	26	-	-	-	3	3	4	-	-	-
<b>5th</b>	30	26	28	-	1	-	2	2	4	-	-	-
<b>K-3rd</b>	*	20	*	-	6	-	-	-	-	-	-	-
<b>3rd-4th</b>	*	18	*	-	1	-	-	-	-	-	-	-
<b>4th-5th</b>	29	32	*	-	-	-	1	1	-	-	1	-

- No classrooms containing specified number of students  
\* No combined classes

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

### Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Hemlock Elementary either met or exceeded state requirements. Hemlock Elementary provides instruction for Kindergarten - Fifth Grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher. Fontana Unified School District's curriculum focus is on language arts and mathematics, and students receive ten hours of instruction in each of these areas per week. Students receive instruction in science, social science, art, and physical education in the remaining time. Students in grades four and five receive additional specialized instruction in the areas of lab science, music, and physical education by appropriately credentialed teachers.

	Minutes Required	Average Minutes Tracks 1-4
K	36,000	36,050
1st	50,400	53,330
2nd	50,400	53,330
3rd	50,400	53,330
4th	54,000	54,650
5th	54,000	54,650

### Minimum Days

For the 2000-01 school year, Hemlock Elementary offered 175 days of instruction. Hemlock Elementary is a multi-track, year-round school, and each of four tracks 1, 2, 3, and 4, has

its own schedule of regular and minimum days. According to the California Education Code Section 37670.a, a school district with year-round schools may operate a program for as few as 163 days in each fiscal year as long as the instructional time meets California's grade level requirement. Hemlock Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

	Regular Days	Minimum Days
<b>Track 1</b>	131	44
<b>Track 2</b>	131	44
<b>Track 3</b>	133	42
<b>Track 4</b>	133	42

### School Facilities & Safety

Hemlock Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1993 and are up-to-date and provide adequate space for students and staff.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Hemlock Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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 provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Fall of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

## Student Achievement & Testing

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

District Language Arts and Math Assessments were given to students in kindergarten through fifth grade. During the 2000-01 school year, Language Arts assessments were given three times, and Math assessments were given four times. These were curriculum embedded tests, developed by the district, which were written to align 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 pinpoint at-risk students. The district and school then utilized various intervention programs for students who were below grade level.

### Standardized State Testing

Hemlock Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001				
All Students	English/Language Arts			
	2	3	4	5
Hemlock Elementary	17	13	19	16
Fontana USD	13	12	14	11
California	32	30	33	28
Subgroups				
Gender				
Male	8	13	15	18
Female	27	14	23	15
Ethnicity				
<i>Data currently unavailable</i>				
Language Fluency				
English Learners (EL)	0	0	5	0
Non EL	24	16	23	21
Migrant Education				
<i>Data currently unavailable</i>				
Socioeconomic Status				
SED	11	9	14	8
Non SED	25	19	26	28

*SED = Socioeconomically Disadvantaged*

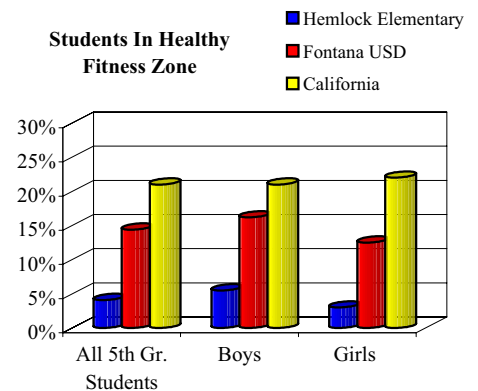
SAT-9 Results 1999, 2000, 2001 % At or Above National Average												
All Students	Reading											
	2		3		4		5					
Grade	99	00	01	99	00	01	99	00	01	99	00	01
Hemlock Elementary	38	36	25	27	34	31	33	35	32	20	37	33
Fontana USD	24	24	29	21	24	24	21	23	26	22	21	24
California	44	49	51	41	44	46	41	45	47	42	44	45
Math												
Hemlock Elementary	43	40	56	30	43	43	34	39	45	29	47	48
Fontana USD	33	36	42	32	38	45	27	31	39	24	30	38
California	49	57	58	48	56	59	44	51	54	45	50	54

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile								
Gender	Reading				Math			
	2	3	4	5	2	3	4	5
Male	18	24	23	32	55	37	45	46
Female	33	37	40	34	58	48	45	49
Ethnicity								
African American	*	42	19	32	*	58	25	42
Hispanic	19	24	32	23	48	35	46	39
Anglo	29	50	31	56	65	67	45	76
Language Fluency								
English Learner (EL)	10	14	5	4	53	32	24	23
Non EL	31	36	38	43	58	46	49	57
Socioeconomic Status								
SED	20	24	25	23	49	43	41	42
Non SED	31	41	41	47	65	44	50	56
Migrant Education								
<i>Data Not Reported</i>								

*SED = Socioeconomically Disadvantaged*  
*\*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

### Physical Fitness

In the spring of each year, Hemlock Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

### Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program (II/USP) and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Hemlock Elementary was eligible for the 2000-01 II/USP program and also qualified to participate in the 1999-00 Governor's Performance Award program which allocates up to \$150 per pupil for school-wide use.

Hemlock Elementary API Results					
All Students Base	Base		Growth	Growth	
	99	00		99	00
Percent Tested	100	99	Percent Tested	99	100
API Score	533	588	API Growth Score	588	619
Growth Target	13	11	Actual Growth	55	31
Statewide Rank	3	3	Eligible for Awards	Yes	No
Similar Schools Rank	2	3	Eligible for II/USP	No	Yes
<b>Subgroups</b>					
Hispanic or Latino					
Base API Score	492	534	API Growth Score	534	570
Growth Target	10	9	Actual Growth	42	36
Anglo					
Base API Score	622	707	API Growth Score	707	706
Growth Target	10	9	Actual Growth	85	-1
Socioeconomically Disadvantaged					
Base API Score	385	512	API Growth Score	512	564
Growth Target	10	9	Actual Growth	127	52
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

### Textbooks & Instructional Materials

Hemlock Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as district standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year, the district received state instructional materials funding for the purchase of textbooks and supplemental materials. New textbooks and supplementary materials were purchased for Language Arts:

2000-01 Textbook Adoptions		
Subject		Grade
Adoption Year	Publisher/Series	Levels
Language Arts	SRA/McGraw-Hill	
1999/00	Open Court Reading	K-3

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Fontana Unified School District's website provides a variety of resources and information for parents, staff, students and community members.

### Counseling & Other Support Services

It is the goal of Hemlock Elementary to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site.

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. A psychologist and counselor are devoted to helping students deal with problems and assisting them to reach positive goals.

	Number		Availability
	of Staff	FTE	Days Per Week
Health Clerk	1	0.5	2.5
Nurse	1	0.2	1
Psychologist	1	0.2	1
Speech/Language Specialist	1	0.6	2.5
<i>*FTE = Full-Time Equivalent</i>			

## Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Hemlock Elementary works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

## Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Hemlock Elementary had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Hemlock Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 32 employees: 46.9 percent with 30+ additional units beyond their bachelor's degree and 40.6 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Credential Status			
	99	00	01
Fully Credentialed	24	25	27
Emergency Credentials	4	5	2
Waiver	3	3	2
<b>Total Teachers</b>	<b>31</b>	<b>33</b>	<b>31</b>
Working Outside Subject	0	0	0
Average Years Teaching	12.0	11.6	12.0
Average Years in District	9.5	9.4	9.0

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and vice principal; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The number of staff development days varies each year. Staff at Hemlock Elementary had the option to participate in three staff development days in 2000-01; three days in 1999-00; and five days in 1998-99.

## Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

## Training & Curriculum Improvement

All training and curriculum development at Hemlock Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Hemlock Elementary's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In 2000-01, Fontana Unified School District developed and adopted a standards-based report card. As all curriculum at elementary schools is aligned with the state standards, the standards-based report card gives parents a clear message about how their children are performing in relation to the state standards. The card defines subject areas by curriculum and content standards. Numerical levels are used to indicate the child's level of performance in each standards area, in addition to an overall letter grade. Work habits and social skills are graded in a separate section.

A districtwide Adoption Committee consisting of parents, teachers and administrators is responsible for evaluating and selecting new textbooks and developing curriculum based on the textbook selections. Approximately two teachers from each elementary school in the district field test new textbooks and write the corresponding curriculum. In 2000-01, the Open Court Reading program was implemented for grades kindergarten through third. The district offered teacher training through literacy camps and staff development days for this new program.

In a focus on English and language arts curriculum, Fontana Unified School District utilized the Fast ForWord language development program in 2000-01 to help low performing students develop better reading skills. Fast ForWord, developed by the Scientific Learning Corporation, is a technology-based program for kindergarten through twelfth graders which rapidly builds oral language skills by retraining the brain to process information more quickly and effectively. On average, students with reading problems make one to two year gains in language skills after only a few weeks in the program. This program is available to struggling students before and after school, and generally lasts six weeks.

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Hemlock Elementary teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences.

For the 2001-02 school year, staff at Hemlock Elementary will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

### Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Each school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

### Quality of Instruction & Leadership

Leadership at Hemlock Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Hemlock Elementary's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

### Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student*		
1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

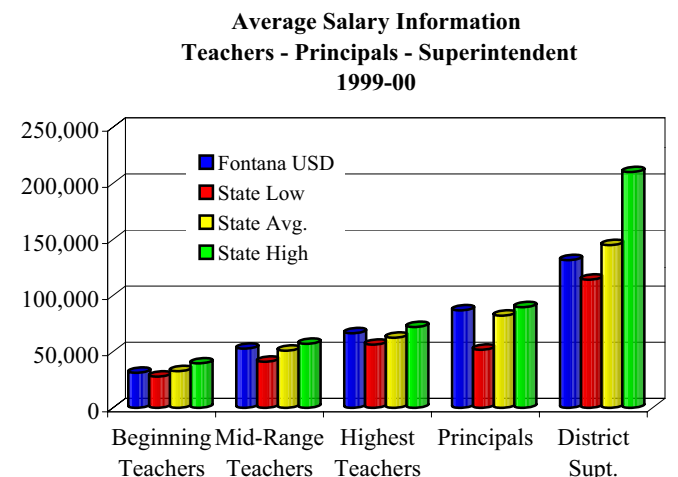
*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

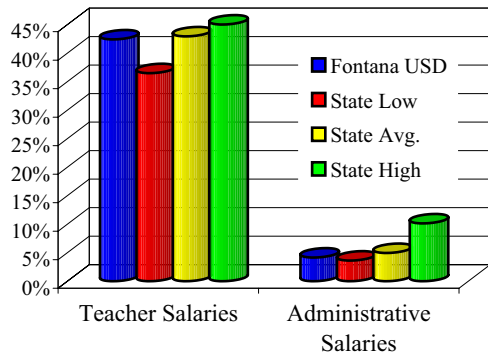
- Title I
- Joint Training Partnership Act
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

### 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 more than 20,000 average daily attendance throughout the state.



**Percentage of Budget  
Teachers and Administrative Salaries  
1999-00**



**Contact Information**

Parents who wish to participate in Hemlock Elementary’s leadership teams, school committees, school activities, or become a volunteer may contact the front office at (909) 357-5470.