



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

North Tamarind Elementary

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Kindergarten - Fifth Grade
Harriet C. Beck
Principal

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Resources

Fontana Unified School District

North Tamarind 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

The purpose of the School Accountability Report Card is to provide parents with information about North Tamarind Elementary's instructional programs, academic achievement, materials and facilities, and the staff. Information about Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement. We appreciate the assistance given to us by Coco's and Millie's Restaurants, In 'N Out, Target and Wal-Mart.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly dedicated staff. We want to ensure our school is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential. The programs available to students include a Site Literacy Leader, Reading Tutors for students reading below grade level, a Reading Aide for 4th and 5th grade students, Intersession Programs for students not making progress in writing and language arts and staff development focusing on literacy and math word problems.

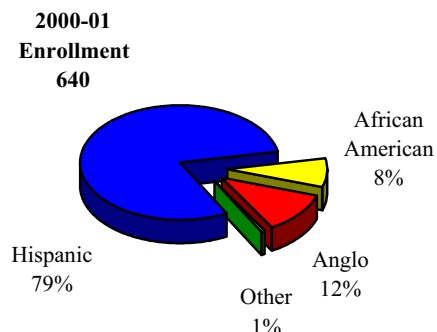
North Tamarind Elementary School believes that cooperation between school and community is important, and this is reflected in our School Mission Statement:

School Mission

North 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.

School Profile

North Tamarind Elementary School is a multi-track, year-round school serving 640 students in kindergarten through grade five. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. North Tamarind 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 North Tamarind Elementary are guided by Peace-Builders 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 North Tamarind 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 individual student packets.

Attendance

Regular attendance at North Tamarind Elementary is a necessary part of the learning process and is critical to academic success. 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 students of North Tamarind Elementary are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. North Tamarind Elementary expelled one student over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	North Tamarind Elementary			All Fontana Elementary Schools		
	99	00	01	99	00	01
Suspensions (#)	25	14	21	738	439	688
Suspensions (%)	4.1	2.2	3.3	4.1	2.4	3.6
Expulsions (#)	0	0	1	0	3	4
Expulsions (%)	0.0	0.0	0.2	0.0	0.02	0.02

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. Activities, clubs, and programs include:

- Homework Club
- Student Council
- ELAP

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

- Spirit Assembly
- Student of the Month
- Cougar Tickets
- Perfect Attendance
- Writing Celebration
- History Day
- Peace Builder of the Month
- Trimester Academic Awards
- Principal's Certificate
- Power Attendance
- Science Fair

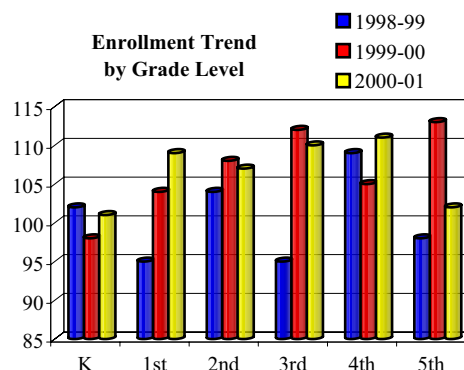
In addition, students and parents can attend together the Reading Rally held each year at California State University, San Bernardino. At this family event, students and parents participate in many reading-oriented activities, and receive books to take home.

Homework

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. Homework is assigned on a regular basis for all grade levels and major subject areas. 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 North Tamarind Elementary has increased by 6.1%. Schoolwide enrollment at the beginning of the 2000-01 school year was 640 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 North Tamarind 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 North Tamarind Elementary were 94.98% and 94.12%, respectively.

North Tamarind Elementary offers incentives to students throughout the year in order to promote attendance. Every trimester students can receive the perfect attendance award, and the power attendance award, for those with five or fewer excused absences and/or tardies. A community aide works with families of students with excessive attendance issues by making home visits.

Class Size

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.

	Average			Classrooms containing								
	Class Size			1-20			21-32			33+		
	99	00	01	99	00	01	99	00	01	99	00	01
Kind.	26	26	20	-	5	5	2	-	-	3	1	-
1st	20	15	19	4	4	4	-	-	-	-	-	-
2nd	18	20	20	3	4	3	-	-	1	-	-	-
3rd	18	20	20	5	5	2	-	-	2	-	-	-
4th	28	30	30	-	-	-	3	2	3	-	-	-
5th	29	30	31	-	-	-	3	2	3	-	-	-
K-3rd	20	20	19	3	2	4	-	-	-	-	-	-
4th-5th	26	29	32	-	-	-	1	1	1	-	-	-

- No classrooms containing specified number of students.

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at North Tamarind Elementary either met or exceeded state requirements. North Tamarind 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 music, and physical education by appropriately credentialed teachers.

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

Minimum Days

For the 2000-01 school year, North Tamarind Elementary offered 175 days of instruction. North Tamarind 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. North Tamarind Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

	Regular Days	Minimum Days
Track 1	131	44
Track 2	131	44
Track 3	133	42
Track 4	133	42

School Facilities & Safety

North Tamarind Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1951, and include the library, staff lounge, playground areas, and 31 classrooms, which provide adequate space for students and staff. North Tamarind Elementary is taking part in the district modernization project.

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 North Tamarind 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 North Tamarind Elementary. 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

North Tamarind 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
North Tamarind	7	6	7	4
Fontana USD	13	12	14	11
California	32	30	33	28
Subgroups				
Gender				
Male	5	7	8	6
Female	8	4	7	2
Ethnicity				
<i>Data currently unavailable</i>				
Language Fluency				
English Learners	0	2	2	0
Non EL	11	9	10	6
Migrant Education				
<i>Data currently unavailable</i>				
Socioeconomic Status				
SED	3	2	5	5
Non SED	24	20	16	0

SED = Socioeconomically Disadvantaged

SAT-9 Results 1999, 2000, 2001 % At or Above National Average

All Students Grade Year Ending	Reading											
	2			3			4			5		
	99	00	01	99	00	01	99	00	01	99	00	01
North Tamarind	11	16	25	7	23	15	17	12	21	17	21	15
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											
	2			3			4			5		
	99	00	01	99	00	01	99	00	01	99	00	01
North Tamarind	19	32	23	16	37	25	25	13	26	23	31	30
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

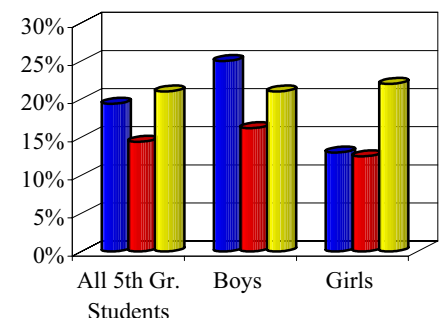
Gender	Reading				Math			
	2	3	4	5	2	3	4	5
Male	17	17	25	16	17	27	25	31
Female	32	13	17	14	28	22	27	29
Ethnicity								
African American	*	*	*	10	*	*	*	10
Hispanic	28	10	15	13	22	19	22	31
Anglo	31	55	50	33	36	64	50	42
Language Fluency								
English Learner (EL)	17	4	8	6	10	17	17	22
Non EL	30	24	30	20	33	31	32	34
Socioeconomic Status								
SED	23	13	17	14	19	21	23	28
Non SED	35	25	31	18	39	38	35	36
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, North Tamarind 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.

Students In Healthy Fitness Zone
 ■ North Tamarind
 ■ Fontana USD
 ■ California



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, North Tamarind Elementary was eligible for the 2000-01 II/USP program, for which it applied and received planning grant funding for 2001-02. In addition North Tamarind Elementary qualified to participate in the 1999-00 Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

North Tamarind Elementary API Results					
All Students Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	100	100	Percent Tested	100	98
API Score	437	489	API Growth Score	489	477
Growth Target	18	16	Actual Growth	52	-12
Statewide Rank	1	1	Eligible for Awards	Yes	No
Similar Schools Rank	2	2	Eligible for II/USP	No	Yes
Subgroups					
Hispanic or Latino					
Base API Score	436	470	API Growth Score	470	468
Growth Target	14	13	Actual Growth	34	-2
Anglo					
Base API Score	510	608	API Growth Score	608	608
Growth Target	14	13	Actual Growth	98	0
Socioeconomically Disadvantaged					
Base API Score	372	466	API Growth Score	466	466
Growth Target	14	13	Actual Growth	94	0

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.

Textbooks & Instructional Materials

North Tamarind 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

Counseling & Other Support Services

It is the goal of North Tamarind 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 basis. The counselor is devoted to helping students deal with problems and assisting them to reach positive goals.

	Number of Staff		Availability
	FTE	FTE	Days Per Week
Counselor	1	0.4	2
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.2	1
Speech/Language Specialist	1	0.4	2

**FTE = Full-Time Equivalent*

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. North Tamarind 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

For the 2000-01 school year, North Tamarind Elementary had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99	00	01
Fully Credentialed	28	28	29
Emergency Credentials	4	2	2
Waiver	3	2	1
Total Teachers	35	32	32
Working Outside Subject	0	0	0
Average Years Teaching	12.1	11.4	10.9
Average Years in District	10.3	9.7	9.6

North Tamarind 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 35 employees: 42.9 percent with 30+ additional units beyond their bachelor's degree and 40.0 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Site Literacy Leader (1 full-time)
- Resource Specialists (1 full-time, 1 part-time)
- Resource Specialist Aides (1 full-time, 1 part-time)
- Special Day Class Teacher (1 full-time)
- Special Day Class Aide (1 full-time)
- Library Specialist (1 full-time)
- English Language Learners Aides (2 part-time)
- Adaptive Physical Education Specialist (1 part-time)
- Reading/Math Tutor (1 full-time)
- Music Teacher (1 part-time)

Teacher Evaluation & Professional Development

Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has 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 and instructional strategies. Staff at North Tamarind Elementary had the option to participate in three staff development days each year for the 2000-01, 1999-00, and 1998-99 school years.

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, students of the absent teacher are sent to other classrooms in the same grade level for instruction.

Training & Curriculum Improvement

All training and curriculum development at North Tamarind 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 North Tamarind 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. The report card defines subject areas by curriculum and content standards. Numerical levels are used indicate the child's level of performance in each standards area, in addition to an overall letter grade.

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.

North Tamarind Elementary implemented the Fast ForWord language development program in 2000-01 to help low performing students develop better language skills. Fast ForWord, developed by the Scientific Learning Corporation, rapidly builds oral language skills by retraining the brain to discriminate sounds and process language more rapidly. In addition to Fast ForWord, North Tamarind Elementary offers several intervention programs for students performing below grade level standards.

- Site Literacy Leader small group reading skills
- Reading tutors
- Parent volunteers
- Homework Club
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intercessions in language arts and math

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. North Tamarind 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. During the 2000-01 school year topics for staff development were:

- Coordinated Compliance Review
- Language Arts
- Mathematics

For the 2001-02 school year, staff at North Tamarind 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. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates the progress of a student through the program.

Quality of Instruction & Leadership

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.

- Writing Celebration Committee
- Language Arts Curriculum Adoption Committee
- Science Field Day Committee
- Math Curriculum Adoption Committee
- History Day Committee
- GATE Committee
- Superintendent's Teacher and Classified Staff Committee

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.

- School Site Council
- District School Site Council
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Parent Teacher Association
- Student Study Teams
- Individual Education Plan (IEP) Teams

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.*

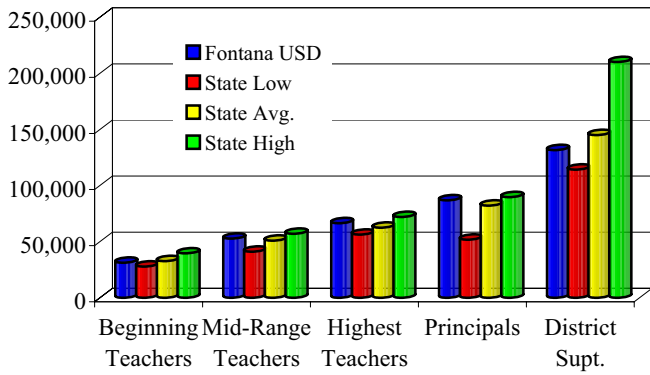
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education,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

- Title I
- Special Education
- Drug/Alcohol/Tobacco
- Gifted and Talented Pupils
- 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

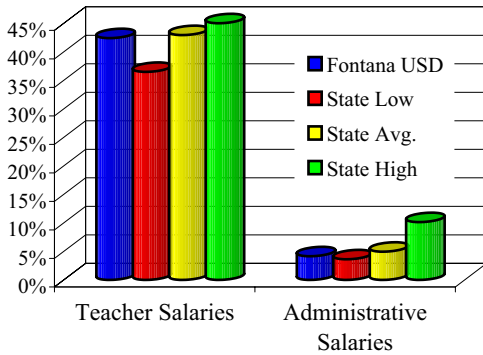
Salary & Budget Comparison

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.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



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



Contact Information

Parents who wish to participate in North Tamarind Elementary's school committees, school activities, or become a volunteer may contact their child's teacher or the principal at (909) 357-5680.