



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

### **Oleander Elementary**

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Preschool - Fifth Grade  
Miki McCabe  
Principal

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### **Board of Education**

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Board President

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Superintendent of Schools

Emmanuel J. D'Souza  
Associate Superintendent, Business

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Associate Superintendent, Education

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

## **Fontana Unified School District**

# **Oleander 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 Oleander Elementary School'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 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 committed staff. We are dedicated to ensuring Oleander Elementary School is a welcoming, stimulating environment where students are actively be involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

Oleander Elementary School believes that cooperation between school and community is imperative, and this is reflected in our School Mission Statement:

*The staff at Oleander Elementary School is dedicated to provide a quality education where every student regardless of gender or race, will be provided with the opportunity to grow socially, emotionally and academically.*

*Our school community is committed to developing self-motivated, life-long learners, who are critical-thinking and problem-solvers with values and virtue which reflect respect for self, society and environment.*

### **Community & School Profile**

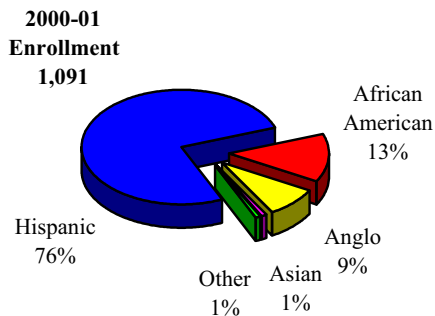
The city of Fontana is located in the county of San Bernardino, surrounded by the coastal mountain ranges of Southern California. Incorporated in 1952, this suburban city lies approximately 50 miles east of the city of Los Angeles in what is known as the Inland Empire. The residents of Fontana enjoy a mild climate, with an average annual temperature of 66 degrees and 16 inches of annual rainfall.

Historically Fontana was first settled as a Spanish land grant in the early 1800's and grew to become an important agricultural community in the early 1900's, producing citrus, grains, grapes, and poultry. By the 1950's, a large steel mill was opened in the city, and Fontana became the largest producer of steel products in Southern California. The steel operations in the city have since diminished, and currently the largest employers in Fontana include the medical, transportation, and distribution industries as well as the Fontana Unified School District.

The city of Fontana offers a community atmosphere with many residential neighborhoods of quality, affordable housing. Fontana is located near mountains, beaches, lakes and desert areas, which offer many recreational opportunities. There are 39 parks and recreational facilities located within the city, and 23 active sports organizations. One of the largest shopping centers in Southern California is located nearby, as well as the California Speedway, which holds NASCAR and Indy car races.

The Fontana Unified School District educates children in grades preschool through twelve on both traditional and year-round, multi-track systems. The district consists of 23 elementary schools, seven middle schools, three high schools, two continuation high schools, and one adult education program. The Fontana Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing a strong instructional program for all students to ensure excellence in education.

Oleander Elementary School is a multi-track, year-round school serving 1,091 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. Oleander 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 Oleander Elementary 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 Oleander 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.

### Attendance

Regular attendance at Oleander 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. Independent study is available for students who require extended leaves from school. Punctuality and promptness are desirable traits to develop. The students of Oleander 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. Oleander 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.

	Oleander Elementary			All Fontana Elementary Schools		
	99	00	01	99	00	01
Suspensions (#)	170	53	37	738	439	688
Suspensions (%)	16.5	5.3	3.4	4.1	2.4	3.6
Expulsions (#)	0	0	0	0	3	4
Expulsions (%)	0.0	0.0	0.0	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. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Girl Scouts
- Homework Under Guidance (HUGS)
- ELAP
- Fast ForWord

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

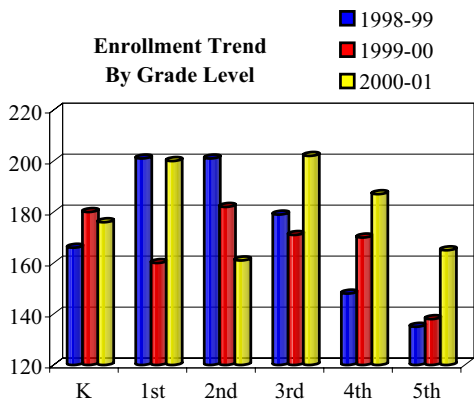
- Academic Recognition
- Super Citizens
- Perfect Attendance
- Bear Paw Recognition
- Most Improved Academic
- Most Improved Behavior
- History Day
- Math Field Day
- Writing Celebration

### Homework

Oleander 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. 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 Oleander Elementary has increased by 5.9%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1091 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 Oleander 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 Oleander Elementary were 93.94% and 93.36%, respectively.

Oleander Elementary offers many incentives to students throughout the school year in order to promote attendance. Bear Paw Recognition is given to students on a weekly basis, and includes perfect attendance in addition to behavior and academic achievement. Students are recognized for perfect attendance at trimester assemblies, and can receive a trophy at the end of the year for year-long perfect attendance.

### Class Size

Oleander Elementary maintained a schoolwide average class size of 22.7 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.

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 Class Size	Classrooms containing											
	1-20 Students			21-32 Students			33+ Students					
	99	00	01	99	00	01	99	00	01			
Kind.	33	19	19	-	9	7	2	-	2	3	-	-
1st	20	20	21	7	8	5	-	-	5	-	-	-
2nd	40	20	20	5	8	7	-	-	1	1	-	-
3rd	20	19	20	7	7	3	-	-	6	-	-	-
4th	35	30	33	-	-	-	-	5	1	3	-	4
5th	31	32	32	-	-	-	4	2	4	-	2	1
K-3rd	19	20	20	8	3	1	-	-	-	-	-	-
3rd-4th	20	*	21	1	-	-	-	-	1	-	-	-
4th-5th	33	*	*	-	-	-	-	-	-	1	-	-

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

### Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Oleander Elementary either met or exceeded state requirements. Oleander 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

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

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. All students in grades third through fifth receive instruction in music in addition to the core subjects. Students in grades four and five receive additional specialized instruction in the areas of laboratory science, music, and physical education by appropriately credentialed teachers.

### Minimum Days

For the 2000-01 school year, Oleander Elementary offered 175 days of instruction. Oleander 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. Oleander 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

### Textbooks & Instructional Materials

Oleander 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:

Subject	Publisher/Series	Grade Levels
Language Arts 1999/00	SRA/McGraw-Hill Open Court Reading	K-3

## Student Achievement & Testing

Multiple measures of student achievement were used as an ongoing part of the quality instructional program at Oleander 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

Oleander 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
Oleander Elementary	7	7	8	5
Fontana USD	13	12	14	11
California	32	30	33	28
Subgroups				
Gender				
Male	4	9	8	4
Female	11	8	6	5
Ethnicity				
<i>Data currently unavailable</i>				
Language Fluency				
English Learners (EL)	6	7	5	5
Non EL	9	11	10	4
Migrant Education				
<i>Data currently unavailable</i>				
Socioeconomic Status				
SED	7	8	6	5
Non SED	7	11	13	3

*SED = Socioeconomically Disadvantaged.*

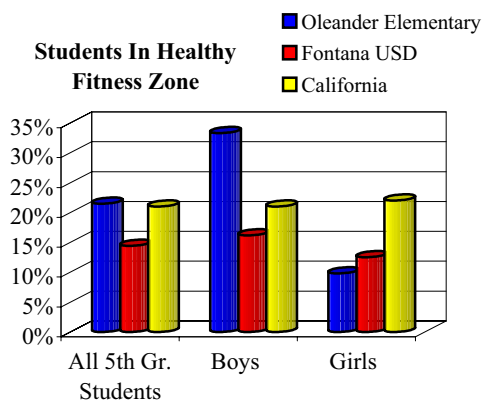
SAT-9 Results												
1999, 2000, 2001												
% At or Above National Average												
All Students												
Grade	Reading											
	2			3			4			5		
Year Ending	99	00	01	99	00	01	99	00	01	99	00	01
Oleander Elementary	7	15	24	9	11	24	21	7	17	9	14	17
Fontana USD	24	24	29	21	24	24	21	23	26	22	21	24
California	44	49	51	41	44	46	41	45	47	42	44	45
Math												
Oleander Elementary	21	28	39	18	22	46	26	10	34	12	19	31
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	23	27	17	14	48	54	35	30
Female	25	20	18	20	31	38	33	32
Ethnicity								
African American	15	22	11	27	40	39	16	40
Hispanic	24	22	19	14	40	45	40	28
Anglo	38	36	13	27	38	57	21	54
Language Fluency								
English Learner (EL)	19	16	8	12	38	38	31	20
Non EL	29	34	28	22	41	57	37	42
Socioeconomic Status								
SED	24	24	16	18	38	48	32	35
Non SED	26	22	23	14	47	36	42	13
Migrant Education								
<i>Data Not Reported</i>								

*SED = Socioeconomically Disadvantaged.*

### Physical Fitness

In the spring of each year, Oleander 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 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, Oleander Elementary qualified to participate in the 2000-01 Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

API School Results					
All Students Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	97	99	Percent Tested	99	99
API Score	403	419	API Growth Score	419	518
Growth Target	20	19	Actual Growth	16	99
Statewide Rank	1	1	Eligible for Awards	No	Yes
Similar Schools Rank	2	1	Eligible for II/USP	No	No
<b>Subgroups</b>					
African-American					
Base API Score	390	0	API Growth Score	390	0
Growth Target	16	0	Actual Growth	0	0
Hispanic or Latino					
Base API Score	408	423	API Growth Score	423	516
Growth Target	16	15	Actual Growth	15	93
Socioeconomically Disadvantaged					
Base API Score	0	415	API Growth Score	0	515
Growth Target	0	15	Actual Growth	0	100

*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.*

### School Facilities & Safety

Oleander Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1955 and include the gym, teachers lounge, and 47 classrooms, which provide adequate space for students and staff. Oleander Elementary is part of the district modernization project and is currently undergoing renovation. The cafeteria and office are being upgraded, and a new electrical system and fire alarm are being installed.

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 Oleander 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.

### Counseling & Other Support Services

It is the goal of Oleander 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. A psychologist and counselor are devoted to helping students deal with problems and assisting them to reach positive goals.

### Counseling and Support Services Staff

	Number of Staff		Availability Days Per Week
		FTE	
Counselor	1	0.5	2.5
Health Clerk	1	1	5
Nurse	1	0.4	2
Psychologist	1	0.4	2
Speech/Language Specialist	1	1	5

\*FTE = Full-Time Equivalent

### Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Oleander 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, Oleander Elementary had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	99	00	01
	Fully Credentialed	33	31
Emergency Credentials	16	15	12
Waiver	2	6	7
<b>Total Teachers</b>	<b>51</b>	<b>52</b>	<b>53</b>
Working Outside Subject	0	0	0
Average Years Teaching	9.5	9.7	8.9
Average Years in District	6.7	7.2	6.5

Oleander Elementary 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 54 employees: 40.7 percent with 30+ additional units beyond their bachelor's degree and 24.1 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Resource Specialists (1 full-time, 1 part-time)
- Resource Specialist Aides (1 full-time, 1 part-time)
- Special Day Class Teachers (2 full-time)
- Special Day Class Aides (2 full-time)

- Library Specialist (1 full-time)
- English Language Learners Aides (4 full-time)
- Adaptive Physical Education Specialist (1 part-time)
- Music Teacher (1 part-time)

### 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 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. The number of staff development days varies each year. Staff at Oleander Elementary had the option to participate in three staff development days in 2000-01; three days in 1999-00; and seven 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, 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 Oleander 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 Oleander 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 state-wide 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 report 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. In addition to Fast ForWord, Oleander Elementary offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- Site Literacy Leaders small group reading skills
- First Grade Intervention specialized instruction by Kindergarten teachers
- Second Grade Literacy Tutors
- Homework Under Guidance
- English Language Acquisition Program (ELAP)
- Off-track Intersessions in language arts and math

In 2000-01 Oleander Elementary implemented the Focus on Achievement Program. In this program, students are given 15 minute “mini lessons” at the beginning of class. The lessons focus on specific standards in mathematics and language arts, and progress is assessed on a periodic basis.

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. Oleander 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:

- English Language Learners - Development of Language
- Focus on Achievement

For the 2001-02 school year, staff at Oleander 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 devel-

opment 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 the student’s overall progress through the program.

## Quality of Instruction & Leadership

Leadership at Oleander 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 Oleander 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.

- Math Field Day Committee
- Language Arts Curriculum Adoption Committee
- Writing Celebration Committee
- Math Curriculum Adoption Committee
- History Day Committee
- Technology Committee
- Textbook Adoption Committee
- Superintendent’s Teacher Council
- Leadership Academy

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 on the following page 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.

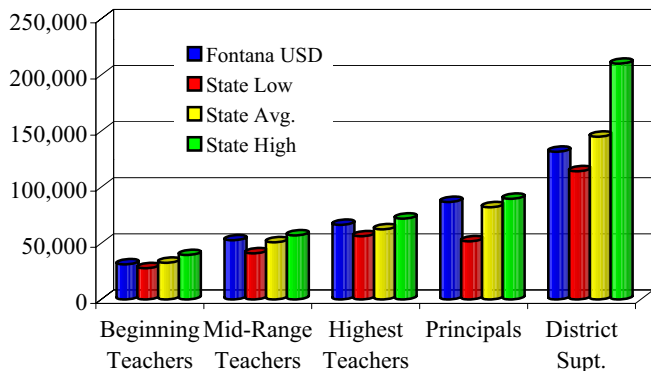
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, 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
- Tenth Grade Counseling
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

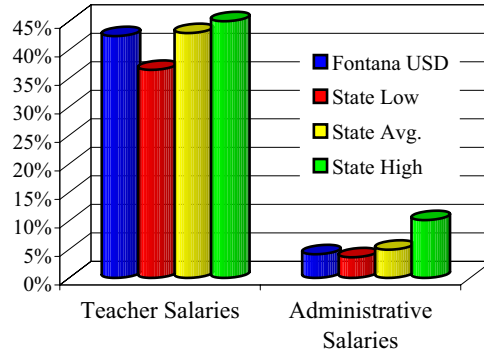
### Salary & Budget Comparison

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 Oleander Elementary’s leadership teams, school committees, school activities, or become a volunteer may contact the principal at (909) 357-5700.