



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

South Tamarind Elementary School

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Kindergarten - Fifth Grade
Joanne Thoring
Principal

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Fontana Unified School District

South 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 and community members with information about the school's instructional programs, student achievement, and demographics.

South Tamarind is a great school. We are very proud of our students and our programs. We believe that quality education for all students can be achieved through high standards for academic performance and behavior. We are fortunate to have strong family/school partnerships and a dedicated, enthusiastic staff who are committed to providing the best possible education for South Tamarind students.

South Tamarind is a multi-track, year-round school serving approximately 880 students in preschool through grade five. We enjoy a rich diverse population composed of 78% Hispanic, 3% African American, 18% Caucasian and 2% other backgrounds. Our parents offer their time and talents through groups such as English Language Learners Advisory Council, School Site Council, and PTA.

Scores on the statewide SAT-9 assessment continue to improve and an increase of 67 points on the Academic Performance Index was recorded for the 2000-2001 school year. Outstanding Programs at South Tamarind include the following:

- | | |
|------------------------------------|---|
| Literacy Tutors | English Language Development |
| 4th/5h grade PE Enrichment | Focus on Achievement |
| Parent Orientation - Kindergarten | Writing Celebration |
| Speech/Language Specialist Program | Gifted and Talented Education Program |
| Fast ForWord | Site Literacy Leader |
| Parents as Teachers Program | CBET-English Classes for Parents |
| 4th/5th grade Music Enrichment | Science Fair |
| Resource Specialist Program | Special Day Classes |
| Preschool Classes | Parent Volunteers |
| Off-track Intervention Program | ELAP-After School ELL program |
| Math Field Day | Instrumental Music |
| Playground Aides | 4th/5th grade Science Enrichment |
| Student Recognition Awards | Beginning Teacher Support & Assessment (BTSA) |
| School-Wide Flag Salute | |

The South Tamarind 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.

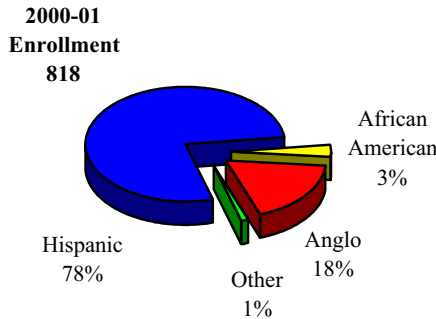
We celebrate our successes and we recognize that we must continue to find strategies for improving academic achievement of ALL students. We are committed to this and hope to see continued growth during the 2001-2002 school year.

Mission Statement

The mission of South Tamarind School is to responsibly facilitate the development of our students' academic and social well-being so they may thrive in a continually changing world.

School Profile

South Tamarind Elementary School is a multi-track, year-round school serving 818 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. South Tamarind Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



Climate for Learning

Students at South Tamarind 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 South 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.

South Tamarind 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					
	South Tamarind Elementary			All Fontana Elementary Schools		
	99	00	01	99	00	01
Suspensions (#)	16	17	26	738	439	688
Suspensions (%)	2.0	2.0	3.2	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 South 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. Independent study is available for students who require extended leaves from school. Punctuality and promptness are desirable traits to develop. The students of South 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.

Extracurricular Activities and Programs

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. After-school programs include:

- ELAP
- Homework Program
- Fast ForWord

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

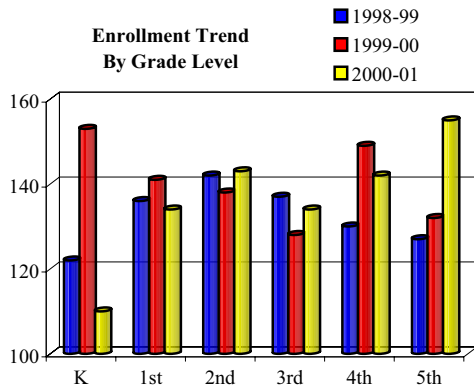
- Attendance Awards
- Honor Roll
- Outstanding Effort
- Student of the Trimester
- Writing Celebration
- Outstanding Academic Improvement
- Principal's Honor Roll
- Most Improved Behavior
- People Respecting Others Award
- Science Fair
- Math Field Day

Homework

South Tamarind 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 South Tamarind Elementary has increased by 3%. Average schoolwide enrollment for the 2000-01 school year was 818 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 South 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 South Tamarind Elementary were 94.04% and 94.05%, respectively.

In order to promote student attendance, South Tamarind Elementary has implemented both incentive and deterrent programs. Students with perfect and near-perfect attendance receive awards at both trimester assemblies, and at the end of the year. The Assistant Principal works closely with students and families that have recurring attendance problems. In addition, the San Bernardino County District Attorney's Office conducts a "Let's End Truancy" Project (L.E.T.), which helps educate parents and students on the importance of maintaining good school attendance.

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 Class Size			Classrooms containing					
				1-20 Students			21-32 Students		
	99	00	01	99	00	01	99	00	01
Kind.	19	15	18	6	8	4	-	-	2
1st	19	19	19	7	6	4	-	-	2
2nd	20	18	20	6	5	3	-	-	3
3rd	18	20	21	6	6	4	-	-	2
4th	28	29	32	-	-	-	4	4	4
5th	26	30	32	-	-	-	4	4	4
K-3rd	20	16	20	3	4	2	-	-	-
4th-5th	28	27	31	-	-	-	1	1	1

- No classrooms containing specified number of students

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at South Tamarind Elementary either met or exceeded state requirements. South 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. All students in grades Kindergarten - Fifth Grade receive instruction in 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.

	Required Minutes	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, South Tamarind Elementary offered 175 days of instruction. South 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. South 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

Textbooks & Instructional Materials

South 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 the school's Curriculum Council 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. Open Court Reading, published by SRA/McGraw-Hill, was purchased for kindergarten through third grades.

Student Achievement & Testing

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

South 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.

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
South Tamarind	25	23	25	25	26	25	23	25	33	19	20	30
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
All Students Grade	Math											
	2			3			4			5		
Year Ending	99	00	01	99	00	01	99	00	01	99	00	01
South Tamarind	33	37	33	40	39	48	28	31	34	22	23	41
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

Physical Fitness

In the spring of each year, South 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.

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).

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile									
	Reading				Math				
	2	3	4	5	2	3	4	5	
Gender									
Male	28	26	32	27	40	50	35	34	
Female	23	24	33	35	25	44	34	48	
Ethnicity									
Hispanic	23	19	29	22	29	47	31	36	
Anglo	31	54	50	72	42	54	41	53	
Language Fluency									
English Learner (EL)	14	13	17	3	22	44	28	28	
Non EL	34	35	44	50	42	51	39	50	
Socioeconomic Status									
SED	19	21	27	14	28	46	32	32	
Non SED	41	39	47	69	46	53	40	62	
Migrant Education	No Data Reported								

SED = Socioeconomically Disadvantaged.

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001				
	English/Language Arts			
	2	3	4	5
All Students				
South Tamarind	11	10	13	14
Fontana USD	13	12	14	11
California	32	30	33	28
Subgroups				
Gender				
Male	12	10	9	10
Female	10	11	18	18
Ethnicity	Data currently unavailable			
Language Fluency				
English Learners (EL)	5	6	7	2
Non EL	15	14	17	22
Migrant Education	Data currently unavailable			
Socioeconomic Status				
SED	8	10	10	7
Non SED	18	12	20	29

SED = Socioeconomically Disadvantaged.

Students in Healthy Fitness Zone 2001			
Grade 5	All Students	Boys	Girls
South Tamarind	5.2%	8.0%	1.5%
Fontana USD	14.4%	16.2%	12.5%
California	21.0%	21.0%	22.0%

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, South Tamarind 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			Growth	
	1999	2000	Growth	1999	2000
Percent Tested	98	100	Percent Tested	100	100
API Score	512	505	API Growth Score	505	572
Growth Target	14	15	Actual Growth	-7	67
Statewide Rank	3	2	Eligible for Awards	No	Yes
Similar Schools Rank	5	2	Eligible for II/USP	No	No
Subgroups					
Hispanic or Latino					
Base API Score	477	481	API Growth Score	481	542
Growth Target	11	12	Actual Growth	4	61
Anglo					
Base API Score	626	594	API Growth Score	594	658
Growth Target	11	12	Actual Growth	-32	64
Socioeconomically Disadvantaged					
Base API Score	406	470	API Growth Score	470	530
Growth Target	11	12	Actual Growth	64	60
<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>					

School Facilities & Safety

South Tamarind Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1951, and include the library, teacher's lounge, playground areas, and 40 classrooms which are all up-to-date and provide adequate space for students and staff. South Tamarind Elementary is part of the district's modernization project and is currently undergoing renovations.

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 a suitable learning environment.

Safety of students and staff is a primary concern of South Tamarind Elementary. The school is 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 South Tamarind Elementary to assist students in their social and personal development as well as academics. The school provides 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 full-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
	Staff	FTE	Days Per Week
Counselor	1	0.4	2
Health Aide	1	0.5	5
Nurse	1	0.2	1
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. South 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

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

Teacher Credential Status			
	99	00	01
Fully Credentialed	30	31	27
Emergency Credentials	9	8	6
Waiver	1	5	7
Total Teachers	40	44	40
Working Outside Subject	0	0	0
Average Years Teaching	9.9	7.2	7.6
Average Years in District	7.2	4.0	4.4

South Tamarind 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 42 employees: 42.9 percent with 30+ additional units beyond their bachelor's degree and 19 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Assistant Principal (1 full-time)
- Resource Specialist (1 full-time)
- Resource Specialist Aide (1 part-time)
- Special Day Class Teachers (3 full-time)

- Special Day Class Aides (3 part-time)
- Library Clerk (1 full-time)
- English Language Learners Aides (4 part-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 and assistant 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 and instructional strategies. Staff at South Tamarind Elementary has the option to participate in three staff development days annually.

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 South 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 South 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. 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.

South Tamarind Elementary implemented the Fast ForWord language development program in 2000-01 to help low performing students develop better language skills. Fast ForWord, created 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, South Tamarind Elementary offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- Site Literacy Leader small group reading skills
- Literacy Tutor Program
- Homework Program
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intersessions 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. South 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:

- Program Quality Review
- Literacy

For the 2001-02 school year, staff at South 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 a student's overall progress through the program.

Quality of Instruction & Leadership

Leadership at South Tamarind 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 of South Tamarind 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
- Science Field Day Committee
- Math Curriculum Adoption Committee
- Writing Celebration 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
- 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.*

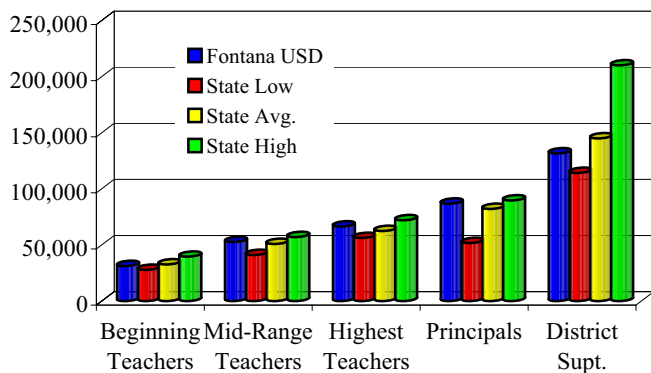
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education,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

- Title I
- 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

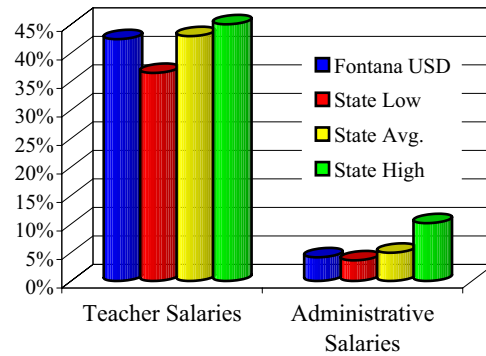
Salary & Budget Comparison

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 South Tamarind Elementary's leadership teams, school committees, school activities, or become a volunteer may contact the principal at (909) 357-5760.