

## FONTANA UNIFIED SCHOOL DISTRICT

# HEMLOCK ELEMENTARY SCHOOL

District Office  
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Fontana, CA 92335  
(909) 357-5000

www.fusd.net



Grades PreK-5  
Gerald Mullins, Principal  
15080 Miller Avenue - Fontana, CA 92336  
(909) 357-5470 - FAX (909) 357-5479  
2006 California Distinguished School  
2006 Title I Achieving School

## 2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.*

### Principal's Message

Hello Parents,

This is the newsletter I've been anxious to write for a long time and now at last I can. Hemlock has been officially named a California Distinguished School! This is one of the highest honors the state of California can bestow upon a school. It means that your children are in the best possible place to receive a quality education and the best opportunity for their future.

The Superintendent of California Schools, Jack O'Connell, called me on the phone and wanted me to pass along his personal congratulations. I attended a special recognition ceremony at the county superintendent's office where Herb Fischer, San Bernardino County Superintendent, acknowledged the hard work of our teachers, staff, parents, and students. If you didn't catch the articles in the newspaper, it was written about in the Sun and Daily Bulletin.

I am extremely happy and excited about this great news and I know you are as well. This can only be accomplished through the efforts of teachers, students, and parents! Please let your son or daughter's teacher know how much you appreciate them by giving them a high five or hug. They really deserve it. Tell your child that you are proud of them as well! This wouldn't be possible without their efforts.

And of course thank you. Working with your children at home is making a great difference for their education. Remember, pulling together we do achieve more!

### School Mission

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

### Parent Involvement

Parents are encouraged to get involved in Hemlock Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to work in the classrooms, especially in the preschool and the kindergarten rooms. Annual events such as Back to School Night, Open House, Community Fun Days, magic shows, Science Fun Day, and spaghetti dinners provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, English Language Advisory Council, and Principal Coffees provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication takes place through the monthly school newsletter, *The Husky Herald*, which features a message from the principal, grade level news, upcoming events, and the respective month's calendar of activities. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff

### District Goals

**LEARNING FOR ALL STUDENTS** Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

**SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS** Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

**QUALITY STAFF PROVIDING QUALITY SERVICE** Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

**SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION** Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

**ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS** Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

to each student's home. Occasional memos home and the school marquee highlight special announcements and reminders. Parents seeking more information about volunteering their time to the school community may contact Principal Mullins or Janet Roseborough (the instructional support teacher) at (909) 357-5470.

## School Profile

Hemlock Elementary School is a single-track, year-round school serving 485 students in kindergarten through fifth grade. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Hemlock Elementary School recently acquired two very prestigious honors: the 2006 California Distinguished School Award and the Title I Achieving School Award. These honors are directly attributed to the dedication, efforts, and support of Hemlock Elementary's teachers, parents, and students. Hemlock Elementary is fortunate to have an experience staff of caring teachers, always considering what is best for the students and modeling responsible, respectful behavior.

## Student Achievement

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

### District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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 identify students at risk of not meeting grade level standards. Fontana Unified School District and Hemlock Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

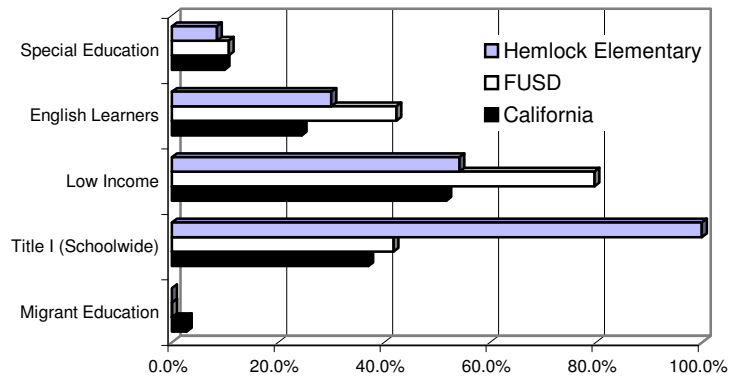
### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

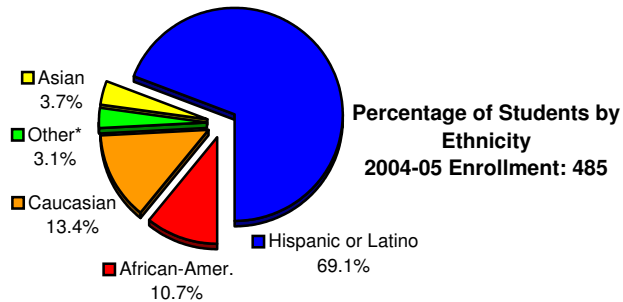
### Standardized State Assessments

Students at Hemlock Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

**% of Student Enrollment By Program  
2004-05**



Source: STAR testing enrollment



\*Filipino, Pacific Islander, and Multiple or No Response combined.

### District-Administered Assessments

Grade	2002-03					
	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	65%	64%	66%	55%	56%	47%
Writing	N/A	31%	65%	52%	10%	21%
Grade	2003-04					
	K	1	2	3	4	5
Reading	69%	66%	22%	29%	27%	25%
Math	81%	67%	57%	63%	52%	32%
Writing	N/A	33%	52%	56%	25%	43%
Grade	2004-05					
	K	1	2	3	4	5
Reading	71%	39%	51%	53%	22%	39%
Math	88%	57%	69%	68%	40%	41%
Writing	N/A	38%	36%	49%	49%	36%

### CAT/6 Test Results

#### All Students

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Hemlock Elementary			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	33	35	23	29	29	27	43	43	41
Math	47	51	52	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

### CAT/6 Test Results

#### Numerically Significant Ethnic Subgroups

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Hemlock Elementary						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*		*		17		36
Math	*		*		50		57

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

**CAT/6 Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring At or Above Average (50th Percentile Rank)**  
**2004-05**

	Hemlock Elementary					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	21	26	16	12	*	
Math	50	55	58	52	*	

**California Standards Test Results**  
**All Students**  
**Percentage of Students Scoring at Proficient & Advanced Levels**

	Hemlock Elementary			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	27	27	37	18	20	25	35	36	40
Math	44	46	48	24	23	26	35	34	38
Science		18	22	11	9	11	27	25	27
History				15	16	18	28	29	32

*Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.*

**Numerically Significant Ethnic Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2004-05**

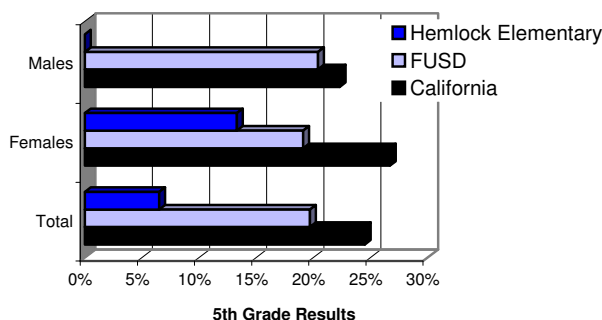
	Hemlock Elementary						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	35		*		37		30
Math	44		*		50		39
Science	25		*		18		*
History							

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2004-05**

	Hemlock Elementary					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	31	44	28	32	15	
Math	50	47	38	47	19	
Science	21	23	*	26	*	
History						

**Physical Fitness Test Results**  
**Percentage of Students in "Healthy Fitness Zone"**  
**2004-05**



The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**CAT/6**

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

**California Standards Tests (CST)**

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

**Physical Fitness**

In the spring of each year, Hemlock Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

**Academic Performance Index**

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

## Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Hemlock Elementary School met all 2005 AYP criteria and therefore not required to enter Title I Program Improvement status.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with

Academic Performance Index (API)								
API Base				API Growth				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
Percent Tested	99	100	97	Percent Tested	100	97	100	
API Base Score	636	703	725	API Growth Score	706	714	753	
Growth Target	8	5	4	Actual Growth	70	11	28	
Statewide Rank	3	5	5	Eligible for GPA	No	Unfunded	Unfunded	
Similar Schools Rank	3	4	7	Eligible for II/USP	Unfunded	Unfunded	Unfunded	

API Significant Subgroup Results								
Hispanic or Latino								
API Base Score	607	675	698	API Growth Score	679	687	750	
Growth Target	6	4	3	Actual Growth	72	12	52	
Caucasian								
API Base Score	699	766	784	API Growth Score	762	771		
Growth Target	6	4	3	Actual Growth	63	5		
Socioeconomically Disadvantaged								
API Base Score	604	644	689	API Growth Score	650	676	736	
Growth Target	6	4	3	Actual Growth	46	32	47	

Adequate Yearly Progress (AYP)						
Overall School Results	Hemlock Elementary			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	No	Yes	Yes	No	No	No
Subgroup Results	Hemlock Elementary			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	Yes	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	Yes	Yes	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	No	Yes	No
Special Education	No	Yes	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Hemlock Elementary
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	2004-2005
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Hemlock Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ay/](http://www.cde.ca.gov/ta/ay/).

## School Facilities & Safety

Hemlock Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1993; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1993
Acreage	9.05 ac
Square Footage	49,030
	Qty.
# of Permanent Classrooms	25
# of Portable Classrooms	6
# of Restrooms (student use)	4 sets
Library	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area	1

### Campus Supervision

As students arrive on campus each morning, the principal and designated teachers greet students at the front entrance gate, bus areas, and bike racks. One parent volunteer helps direct traffic in the parking lot and drop off areas. Four noon duty aides are on the playground to supervise students before instruction starts. During brunch recess, noon supervisors and teachers monitor student activities. The noon duty aides and principal share supervision during recess periods. At lunch time, the principal and four noon duty aides monitor the cafeteria and playground activities. When students are dismissed for the day, kindergarten, first and second grade students are held in the classroom until a parent/guardian arrives. Students in grades 3-5 are escorted to exit gates, bus areas, and parent pickup areas which are supervised by assigned teachers. Hemlock Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

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 was last reviewed, updated, and discussed with school staff on June 7, 2006. An updated copy is available to the public at the school office. 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, and conflict resolution.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily

responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Hemlock Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects Hemlock Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 15, 2006.

School Site Inspection		
Most Recent Inspection: February 15, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	No	Repair HVAC in Bldg. 22
Windows/Doors/Gates (Interior & Exterior)	No	In designated areas: adjust doors not opening/closing properly, repair damaged hardware, adjust doors
Interior Surfaces (Walls, Floors, & Ceilings)	No	In designated areas: replace worn/damaged carpet, steam clean stained carpet In designated areas: replace damaged/stained/missing ceiling tiles. Replace damaged floor tiles in Classes 1-4, 13-15
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Repair damaged outlets in Bldg. B
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	No	Repair sink in Class 17

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department. A detailed summary of the inspection report can be obtained from the district office.

### Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, Hemlock Elementary did not receive or require deferred maintenance funds for campus upkeep.

## Classroom Environment

### Discipline & Climate for Learning

Students at Hemlock Elementary are guided by school rules and behavioral expectations established by the Fontana Unified School District. Hemlock Elementary generally does not experience high rates of disciplinary problems. "High Five" is the schoolwide dialogue for student behavior and conduct. The school's High Five philosophy provides students with the skills and encourage to try and solve behavioral issues on their own, rewards students for making good choices, and teaches student to learn from their mistakes. Classroom teachers and school administrators employ a progressive approach when working with students who have difficulty following school rules and making good choices. Consequences for poor behavior are administered in the classroom, and for those students who continue to display unacceptable behavior, parents are contacted and more serious consequences are placed upon the student.

Classroom teachers review and discuss school rules and behavioral expectations with students at the

	Suspensions & Expulsions		
	Hemlock Elementary		
	02-03	03-04	04-05
Suspensions (#)	50	20	6
Suspensions (%)	10.82%	3.33%	1.24%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

beginning of the school year. Each student is provided a student handbook which contains academic, behavioral, and safety policies; students are required to review the handbook at home with their parents. Students in grades four and five are given a student planner which may be used by students to record class assignments and used by parents to communicate daily with their child's teacher. On Fridays, schoolwide announcements may include encouraging words for students, reminding them to conduct themselves responsibly and in accordance with the High Five tenets. The principal conducts behavior assemblies at the beginning of the school year and at the start of each trimester, reminding students of their individual responsibilities and expectations.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. On a weekly basis, students who recite the "High Five" tenets to a school staff member as they leave campus each day and those students with perfect attendance for the week, are recognized by the principal at the Friday announcements. One student per classroom who demonstrates good citizenship or improves academic performance is selected by their teacher to receive in-class recognition as Student of the Month by the principal. At the trimester behavior assemblies, all students with improved academics and good citizenship are honored. At the end of the year, certificates are presented to all students who have been selected as Student of the Month, demonstrated good citizenship, and acquired outstanding academic achievements.

### Instructional Time

During the 2004-05 school year, all instructional time offered at Hemlock Elementary exceeded state requirements. For the 2004-05 school year, Hemlock Elementary offered 180 days of instruction comprised of 137 regular days and 43 minimum days. Hemlock Elementary utilizes minimum days for staff development, staff meetings, grade level meetings, and parent conferences.

Instructional Minutes		
2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	41,400	36,000
1-3	53,332	50,400
4-5	54,702	54,000

### Class Size

Hemlock Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Hemlock Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods. Instructional aides in the kindergarten classes help reduce the pupil-to-student ratio and increase opportunities to provide individualized instruction.

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.4	3	2	
1	16.3	4		
2	18.0	3		
3	16.3	4		
4	26.0		3	
5	28.0		2	
Combo K-3	13.5	2		
Combo 4-5	27.0			1
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.8	2		2
1	19.5	4		
2	20.3	3	1	
3	20.8	1	3	
4	26.0		3	
5	28.3		3	
Combo K-3	18.5	2		
Combo 4-5	28.0			1
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.0	2	2	
1	18.0	5		
2	19.0	4		
3	15.3	3		
4	26.3		3	
5	21.7		3	
Combo K-3	15.0	1		
Combo 3-4	18.0	1		

Combo classes are any combination of K-3 and 4-5 grades.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Hemlock Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2004-05 school year, Hemlock Elementary held three staff development days that focused on:

- Accessing Data Using Edusoft and OARS (Online Assessment Reporting System)
- Inquiry and Investigation, Learning About and Implementation of Science and Social Science Connections
- English Language Learner Support, Intervention, Vocabulary Development, and Open Court (reading curriculum)
- Using Technology with Open Court

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### School Leadership

Hemlock Elementary's principal works closely with the Leadership team to lead the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Gerald Mullins is responsible for the overall administration of school activities, teacher evaluations, and daily operations.

Mr. Gerald Mullins has been in the education field and serving the Fontana Unified School District since 1993. In December 2005, Principal Mullins was appointed principal of Hemlock Elementary. Principal Mullins holds a master's degree in educational administration, a bachelor's degree in English, has attained his Tier I and Tier II administrative credentials, and has completed AB75 principal training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, designated teacher representatives from each grade level, the Reading First coach, and the instructional support teacher. The Leadership Team meets once a month to 1) discuss the goals, objectives, and direction of school curriculum and student achievement, 2) review district, state, and classroom assessment data, 3) discuss staff development needs, and 4) serve as a liaison between administration and grade level teams.

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2005, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of

### District Adopted Textbooks (Grade K-6)

Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-11 inclusive.

### Library Resources

The school library is open from 7:30 a.m. to 4:00 p.m. and is staffed by a full-time library clerk. The library features 10,589 titles in English and 211 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, magazines, and dictionaries. Internet-accessible computers are available in the library for online research and title searches (electronic card catalogue system). Students visit the library with their class at least twice a week; students may visit the library on their own before school, during lunch, and after school.

### Technology Resources

During the 2004-05 school year, Hemlock Elementary had a total of 106 computers; 30 classrooms had computers with Internet access. Each classroom in grades K-2 has three computers, third and fourth grade classes have four computers each, and fifth grade classes each have six computers. Students use classroom computers for Accelerated Reader testing, Accelerated Math testing, research, unitedstreaming™, Open Court Reading support software, and word processing. Fourth and fifth grade classes use enrichment software applications that supplement lessons in science textbooks. Each teacher determines the subject area and method to integrate technology into the language arts, math, social science, and science curricula.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Hemlock Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special day class teacher and two special education aides who provide full-day instruction in the Special Day class. One resource specialist teacher and one resource specialist aide provide individualized and small group instruction in the general education classroom and in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Hemlock Elementary's English Language Acquisition Program supplements the EL student's language arts curriculum; instruction is administered by classroom teachers and in some cases by special education staff. For 40 minutes a day, four days a week, all students are grouped in classrooms based upon their reading fluency. During this time, English Learners are provided instruction appropriate to their language level; teachers focus on vocabulary development and improving reading fluency with their students. During regular class instruction, teachers provide small group instruction for English Learners, helping them to develop language skills, reading skills, vocabulary skills, and language fluency. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Hemlock Elementary continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students in grades four and five may qualify for the Gifted and Talented Education (GATE) program through district testing. After-school GATE enrichment activities are offered in modules. During the 2004-05 school year, students received instruction on newspaper publishing, Gold Mine (enrichment/activities program), and space.

Hemlock Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Off-track Intersession: students in grades 2-5 receive 32 hours of instruction over a two-week period during the fall and winter intersessions. Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons. Students Far Below Basic and Below Basic levels on the district's assessment matrix are given first priority and encouraged to attend.

- After-School Tutoring for grades 1-5: students who are candidates for being retained are encouraged to participate in after school intervention with certificated teachers. Instruction focuses on improving language arts skills for 60 minutes a day, three days a week.

## Professional Staff

### Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Hemlock Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Hemlock Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, 1) the instructional support teacher or reading coach fills the role of the substitute, or 2) the classroom is disbursed among other classrooms in the same grade level to receive instruction.

### Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

## Counseling & Support Services Staff

Hemlock Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Success Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.4
Adaptive PE Aide	1	0.4
LSH Therapist	1	0.4

LSH = Language/Speech/Hearing  
FTE = Full-Time Equivalent

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Hemlock Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services

(DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

## Teacher Assignment

For the 2004-05 school year, Hemlock Elementary had 26 teachers who met all credential requirements in accordance with state guidelines.

### Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Hemlock Elementary	96.2
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

### Teacher Education Levels 2004-05

	Hemlock Elementary	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	26.9	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	69.2	48.6
Bachelor's Degree	3.9	14.3
Less than a Bachelor's Degree	0.0	0.7

### Teacher Credentials & Assignments

	Hemlock Elementary			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	28	30	26	1818	1780	1911
Teachers with Full Credential	25	28	26	1603	1635	1771
Teachers in Alternative Routes to Certification	4	0	1	120	63	168
Pre-Internship	4	1	0	129	47	9
Teachers with Emergency Permits	2	1	0	261	56	34
Teachers with Waivers	1	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	5	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	5	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

\*Represents total class periods where teachers were misassigned.

\*\*Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

## District Expenditures

### 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 similar average daily attendance throughout the state. (Note: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table 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.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century	School Safety
Class Size Reduction	Smaller Learning Communities
Comprehensive School Reform	Special Education
Early Intervention	Staff Development
Gifted & Talented Education	State & Federal Preschool
High Priority Schools	Supplemental Technology
Instructional Materials	Title I, III, & V
Parent Education	Tobacco Use Prevention
Peer Assistance & Review	
Reading First	
School Improvement	

### Salary Comparison 2003-04

	State Average of Districts in Same Category	
	FUSD	
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

### Current Expense of Education per Pupil 2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	
		Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127