

NORTH TAMARIND ELEMENTARY SCHOOL

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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

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

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement. We greatly appreciate the efforts of Mrs. Garibay and Mr. Valencia in continuing our Parent Education program focusing on topics such as helping your student with homework and parenting styles, as well as, organizing English classes and field trips to local universities. The PTA also did an excellent job of organizing monthly family nights and our second annual Spring Festival.

We have made a commitment to provide the best educational program possible for our students, including full implementation of the Open Court Reader 2002 language arts program. The excellent quality of our program is a reflection of our highly dedicated staff. When last year's state testing results came out, we were very excited to see that the school made Adequate Yearly Progress (AYP) in all areas and that the program improvement process was halted at year four. We want to ensure our school is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential. The programs available to students include a leveled English Language Development (ELD) program, a Reading

Coach, Reading Tutors for students reading below grade level, a Math Tutor, Intersession and After-school Programs for students not making progress in writing and language arts, and staff development focusing on literacy, ELD strategies, and Professional Learning Communities. Additionally, many students participated in extracurricular activities such as Science Fair, History Day, and Writers Showcase. Thanks to the untiring efforts of Mrs. Smith, North Tamarind also became a better place to come and learn with the completion of the school garden.

When asked why they are coming to school each day, students are expected to respond that they are coming to school to learn and to become better people. Likewise, the purpose for school staff members coming to work is to help students to learn and to become better people.

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

The North Tamarind Elementary School Community is dedicated to maximizing the personal, social and academic successes of each child by providing a safe and challenging environment where all students work cooperatively and actively participate in the process of learning.

Parent Involvement

Parents are encouraged to get involved in North Tamarind Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parent volunteers receive formal training before working in the classroom and helping with lesson preparation.

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

Events such as Back to School Night, Open House, Family Nights, Spring Festival, Donuts with Dads, and Muffins with Mom provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parent education workshops related to current student assignments, parent field trips to universities, and CBET (Community Based English Tutoring) classes provide resources for parents to successfully help and support their child's academic efforts at home.

School-to-home communication takes place through the monthly school newsletter, the *Tamagram*, which features a message from the principal, messages from the PTA, updates on what's happening in school, parent education information, and the school calendar. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Flyers and the school marquee highlight important dates, reminders, and current events. All communication is provided in English and Spanish. Parents seeking more information on how to get involved in the school community may contact Carol Garibay (instructional support teacher) at (909) 357-5680.

School Profile

North Tamarind Elementary School is a single-track, year-round school serving 601 students in kindergarten through sixth 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. North Tamarind hosts the district's Early Childhood Education program on campus and is open to 3-4 year olds that have an Individual Education Plan. All school staff believe that quality education for all students be achieved through establishing high standards for academic performance and behavior. Teachers work together to identify the instructional needs of each student and provide the resources for each to be successful.

Student Achievement

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

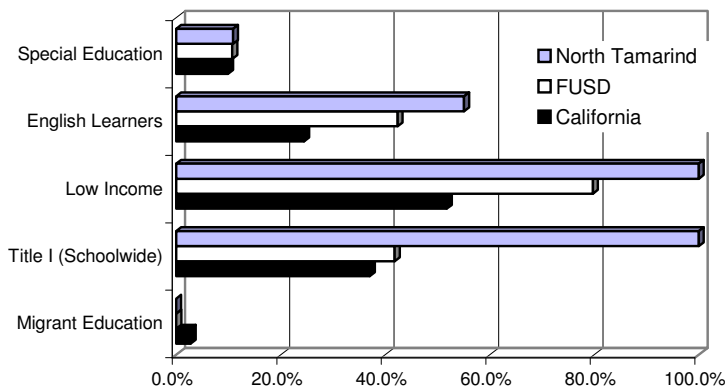
District Benchmark Assessments

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 North Tamarind Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

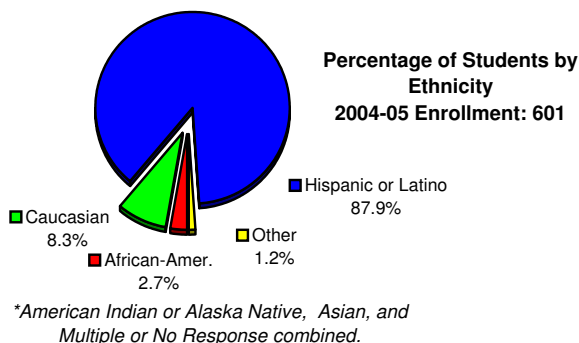
California English Language Development Test

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.

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



Source: STAR testing enrollment



District-Administered Assessments

Grade	2002-03						
	K	1	2	3	4	5	6
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	75%	65%	69%	54%	34%	37%	60%
Writing	N/A	36%	39%	42%	26%	41%	62%
Grade	2003-04						
	K	1	2	3	4	5	6
Reading	62%	30%	14%	11%	6%	14%	18%
Math	74%	43%	65%	44%	42%	38%	31%
Writing	N/A	18%	25%	28%	16%	18%	40%
Grade	2004-05						
	K	1	2	3	4	5	6
Reading	36%	14%	43%	45%	20%	13%	28%
Math	87%	61%	59%	58%	44%	36%	27%
Writing	N/A	38%	28%	33%	32%	24%	46%

CAT/6 Test Results

All Students

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

	North Tamarind			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	22	22	29	29	29	27	43	43	41
Math	35	34	37	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)

	North Tamarind						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*		*		29		*
Math	*		*		36		*

*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

	North Tamarind					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	35	22	23	29	0	
Math	51	22	29	37	0	

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

	North Tamarind			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	17	16	26	18	20	25	35	36	40
Math	26	25	35	24	23	26	35	34	38
Science		8	8	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.

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

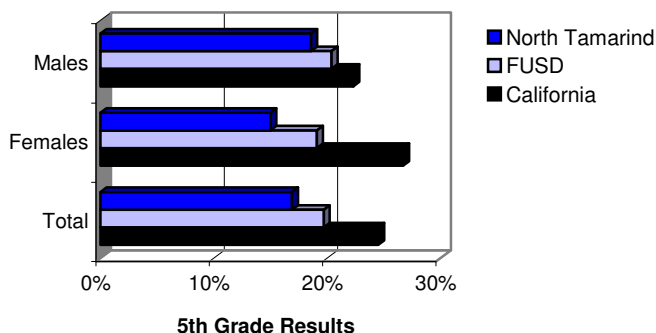
	North Tamarind						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	18	*	*		25		39
Math	9	*	*		35		39
Science	*		*		4		*
History							

**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

	North Tamarind					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	25	27	13	26	0	
Math	38	32	26	35	2	
Science	14	2	2	8	*	
History						

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



Standardized State Assessments

Students at North Tamarind 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).

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, North Tamarind Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test 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. North Tamarind Elementary School met all 2005 AYP criteria. Although North Tamarind Elementary met established targets, the school will remain in Program Improvement until it meets AYP criteria for two consecutive years.

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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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	99	100	Percent Tested	99	100	100		
API Base Score	559	620	626	API Growth Score	618	625	677		
Growth Target	12	9	9	Actual Growth	59	5	51		
Statewide Rank	1	2	2	Eligible for GPA	Yes	Unfunded	Unfunded		
Similar Schools Rank	2	6	6	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

API Significant Subgroup Results									
Hispanic or Latino									
	2002	2003	2004		2002	2003	2004		
API Base Score	553	613	624	API Growth Score	611	623	675		
Growth Target	10	7	7	Actual Growth	58	10	51		

Socioeconomically Disadvantaged									
	2002	2003	2004		2002	2003	2004		
API Base Score	545	620	626	API Growth Score	618	625	677		
Growth Target	10	7	7	Actual Growth	73	5	51		

Adequate Yearly Progress (AYP)						
	North Tamarind			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	No	Yes	No	No	No
	Subgroup Results					
	North Tamarind			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	N/A	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	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	No	No	Yes	No	Yes	No
Special Education	N/A	N/A	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	
	North Tamarind
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	Yes
Year Identified for Program Improvement	1998-99
Year in Program Improvement	4
Year Exited Program Improvement	N/A
	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%

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 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, North Tamarind 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/.

School Facilities & Safety

North Tamarind Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1951. Additional classroom buildings were added in 1953 and 2004. Modernization efforts were completed in 2003. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1951
Acreage	9.55 ac
Square Footage	47,228
	Qty.
# of Permanent Classrooms	21
# of Portable Classrooms	14
# of Restrooms (student use)	3 sets
Library	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria	1

Campus Supervision

As students arrive on campus, teachers, administrators, and noon aides are stationed at strategic locations to supervise students. The principal and one noon aide greet students in the student drop off area; teachers and noon aides are on the playground, one teacher is in the patio area supervising students who are completing homework assignments, and noon aides are in the cafeteria supervising breakfast. During recess, five noon aides are assigned to the playground to ensure students play safely and two teachers monitor the patio area. At lunch time, five noon aides and one instructional aide oversee cafeteria and playground activities. At the end of the school day, teachers escort their classes to the exit areas. One noon aide is stationed at each exit gate to students depart safely. One crossing guard helps students cross the parking lot every morning and afternoon. North Tamarind 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 in August 2005. 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 requests to the school secretary and projects clerk who complete and forward formal work orders to the district's maintenance department. The maintenance department then identifies the

scope of each 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 North Tamarind 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 inspects 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 North Tamarind 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 August 17, 2005; all deficiencies were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: August 17, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	Repair sharp edges.
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Install wider electrical outlet in northeast stage area of cafeteria. Install electrical plate on outlet in nurse's office. Repair oate pin on power station fence.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Increase water flow pressure for drinking fountain located in Bldg. 12
Restrooms	No	Repair middle stall latch in northeast restroom.
Sewer	Yes	
Playgrounds/School Grounds	No	Fill open trenches in north parking lot.
Other	No	1) Repairs required for fencing and gates in several locations, 2) repair one of the backstops, 3) fill dirt needed in new parking lot, and 4) remove standing water near east fence.

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

All deficiencies were corrected immediately by the district's maintenance department.

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, North Tamarind Elementary received \$30,050 of deferred maintenance funds for exterior painting (\$29,550) and roof replacement (\$500).

Classroom Environment

Discipline & Climate for Learning

Students at North Tamarind Elementary are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. North Tamarind Elementary follows the PeaceBuilders® philosophy as a resource and reference for teaching students about acceptable behavior and good citizenship. The teachers and school counselor work together to introduce and follow-up on the principles of the PeaceBuilders® program through classroom discussions. During the counselor's presentations, character education topics are supplemented with discussions on sexual harassment, bullying, and other unacceptable forms of conduct. On occasion, the counselor will conduct small group counseling for students having difficulty making positive choices in behavior. A progressive discipline approach is taken when students continue having trouble following school rules.

Teachers review and discuss school rules and behavioral expectations with students in their classroom at the beginning of the school year. The principal conducts a discipline assembly during the first few weeks of school to discuss school policies and the range of consequences

	Suspensions & Expulsions		
	North Tamarind		
	02-03	03-04	04-05
Suspensions (#)	41	21	8
Suspensions (%)	6.59%	3.21%	1.33%
Expulsions (#)	1	1	0
Expulsions (%)	0.16%	0.15%	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.

for poor conduct. Each student is provided a student handbook which contains academic, behavioral, and safety policies. All sixth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers. Throughout the year, students are reminded of their academic and behavioral responsibilities in their classroom and through teacher-prepared notices sent home to parents.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students with perfect attendance each week are presented with a pencil and eraser by the principal at classroom presentations. At monthly assemblies, students are selected to receive Student of the Month and PeaceBuilders® awards for academic accomplishments and demonstrating good citizenship. One student from each class is selected to read their Writer's Showcase story at the monthly assembly. At the end of each trimester, students meeting academic, behavioral, and attendance criteria are honored at schoolwide assemblies.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to participate in gymnastics, yearbook club, and the school gardening club. Students entering the science fair and in the Gifted and Talented Education program meet after school to work on their projects.

Instructional Time

During the 2004-05 school year, all instructional time offered at North Tamarind Elementary exceeded state requirements. For the 2004-05 school year, North Tamarind Elementary offered 180 days of instruction comprised of 137 regular days and 43 minimum days. Every Tuesday is a minimum day. North Tamarind Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	41,400	36,000
1-3	53,195	50,400
4-5	54,565	54,000

Class Size

North Tamarind 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 North Tamarind Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply 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.

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%

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	27.7		3	
1	20.3	3	1	
2	20.0	4		
3	20.3	3	1	
4	28.3		3	
5	29.7		3	
6	19.8	1	3	
Combo K-3	20.0	1		
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	2	2	
1	21.0		4	
2	21.0		3	
3	20.7	1	2	
4	29.7		3	
5	30.7		3	
6	28.0		3	
Combo K-3	21.0		2	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.5	2	2	
1	17.6	5		
2	19.3	4		
3	17.4	5		
4	28.7		3	
5	29.3		3	
6	28.7		3	

Combo classes are any combination of K-3 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)

North Tamarind 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, North Tamarind Elementary held three staff development days devoted to "A Focused Approach To Frontloading English Language Instruction for Open Court Reading, K-6". This training series equips teachers with the

background knowledge and instructional strategies to 1) effectively teach the daily lessons and 2) how to link language instruction to reading instruction using the Open Court Reading program.

North Tamarind Elementary's Reading First coach works with teachers to provide training and feedback on effective instructional strategies. 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

North Tamarind Elementary's principal works closely with the school's management team, leading the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Overall administration of school activities, teacher evaluations, and daily operations are only a few of the many responsibilities undertaken by North Tamarind Elementary's principal.

Mr. Jason Angle has been in the educational field for over 14 years, serving the Fontana Unified School District as principal of North Tamarind Elementary for the past two years. Prior to joining the district, Principal Angle was with the Yucaipa-Calimesa and Corona Norco school districts serving in both administrative and teaching positions. Principal Angle holds a master's degree in educational administration, a bachelor's degree in administrative services, a second bachelor's degree in psychology, 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 management team, comprised of the principal, designated teacher representatives from each grade level, the special education teacher, a classified representative, and a parent representative. The management team meets once a month to review student achievement data, discuss staff development needs, establish agendas for future staff development and staff meeting activities, and coordinate monthly walk throughs observing instruction of English language development, math, and language arts.

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 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.

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

Library Resources

The school library is open from 7:00 a.m. to 4:00 p.m. and is staffed by a full-time library specialist. The library features 17,073 titles in English and 212 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias and dictionaries. Six Internet-accessible computers are available for electronic title searches (card catalogue) and Accelerated Reader testing. 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, North Tamarind Elementary had a total of 188 computers; all classrooms had Internet access. Each classroom has on average five computers each. Students use classroom computers for Accelerated Reader, Accelerated Math, research, keyboarding, and accessing computer-based educational programs. Each teacher determines the subject area and method to integrate technology into the curriculum.

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. North Tamarind 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 two special day class teachers and two special education aides who provide full-day instruction in two separate Special Day classes. One resource specialist teacher and one resource specialist aide provide individual and small group instruction in the classrooms 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. Based on CELDT results, English learners are placed in one of five language fluency levels. Students in levels one and two are clustered in the classroom to receive small group and individualized instruction from a team of three bilingual aides; instruction focuses on beginning language skills and supporting class lessons. North Tamarind has implemented a schoolwide English Language Acquisition Program (ELAP) for a 53-minute period of time; students are grouped by CELDT level/reading fluency level to receive instruction appropriate to their reading levels by classroom teachers, literacy coaches, and bilingual aides, thereby reducing the pupil-to-teacher ratio for reading intervention activities. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, North Tamarind Elementary continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students in grades 3-6 may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students are clustered in the classroom to receive differentiated instruction from GATE-certified teachers. After-school GATE enrichment activities are offered after school. During the 2004-05 school year, students enjoyed drama and journalism (newsletter publishing) activities. Fourth, fifth, and sixth grade GATE students participated in supplemental field trips.

North Tamarind Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. Student Intervention Teams (SIT) comprised of school staff and parents meet every six weeks to re-evaluate student progress and intervention strategies. During and after-school intervention activities include:

- Off-track Intersession: students in all grade levels that are at the Far Below Basic and Below Basic levels on the district matrix are encouraged to attend 32 hours of intervention over a two-week period between fall and winter trimesters. Instruction is provided in language arts and math by certificated teachers who provide remediation and front-loading of skills and subject area content for upcoming class lessons.
- After-school Tutoring: students in grade 1-6 receive 60 to 90 minutes of instruction in language arts and/or math by certificated teachers. Participation is based upon teacher recommendation.

- Supplemental Educational Services: the district sponsors additional math and language arts tutoring services from professional agencies for students in grades 1-6 whose families meet specific income criteria. Parents may contact the Fontana Unified School District for more information about qualifications and availability of services.

- Math Tutor and Reading Tutor: during school intervention provided individually and in small group settings for students at the Basic level on the district's assessment matrix. Instruction focuses on improving math and reading proficiency to meet state standards.

- Community Liaison: identifies and acquires needed resources to support learning and overall well-being of the students and their families. The liaison collaborates with parents to identify strategies and solutions at North Tamarind Elementary and in the community to meet their individual needs.

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, North Tamarind Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, either the principal, instructional support teachers, reading coach, or project teacher will fill the role of the substitute. Only as a last resort, students in the absent teacher's class are disbursed to 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

North Tamarind 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.

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. North Tamarind 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, North Tamarind Elementary had 30 teachers who met all credential requirements in accordance with state guidelines.

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

	%
North Tamarind	92.6
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

	North Tamarind	FUSD
	%	%
Doctorate	3.2	1.3
Master's Degree plus 30 or more semester hours	38.7	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	45.2	48.6
Bachelor's Degree	12.9	14.3
Less than a Bachelor's Degree	0.0	0.7

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	0.2
LSH Aide	1	0.4

LSH = Language/Speech/Hearing

FTE = Full-Time Equivalent

Teacher Credentials & Assignments

	North Tamarind			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	30	30	31	1818	1780	1911
Teachers with Full Credential	28	28	30	1603	1635	1771
Teachers in Alternative Routes to Certification	1	2	1	120	63	168
Pre-Internship	1	0	0	129	47	9
Teachers with Emergency Permits	3	0	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 Improvement
Class Size Reduction	School Safety
Comprehensive School Reform	Smaller Learning Communities
Early Intervention	Special Education
Dropout Prevention	Staff Development
Gifted & Talented Education	State & Federal Preschool
High Priority Schools	Supplemental Technology
Instructional Materials	Tenth Grade Counseling
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	

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	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127