

FONTANA UNIFIED SCHOOL DISTRICT

OLEANDER 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 Oleander Elementary School's instructional programs, academic achievement, materials and facilities, and the staff. Information about Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Oleander Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential. Oleander Elementary School believes that cooperation between school and community is imperative, and this is reflected in our mission statement:

The staff at Oleander Elementary School is dedicated to providing a quality education where every student will have the opportunity to grow socially, emotionally, and academically. Our school community is committed to developing self-motivated, life-long learners, who are critical-thinkers and problem-solvers with values and virtue which reflect respect for self, society, and environment.

Parent Involvement

Parents are encouraged to get involved in Oleander Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom, the library or the school office. During the 2005-06 school year, Oleander Elementary is establishing a Parent Center. Parents volunteering their talents in the Parent Center will be assigned projects submitted by classroom teachers and school staff.

Events such as Back to School Night, Open House, and the Community Day Carnival 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.

Parents are invited to monthly "Bear Chats" sponsored by the principal; these parents meetings are an open forum for parents to discuss their concerns and as a training mechanism to teach parents about educational topics such as state standards, test scores, and how to help their child with language arts. Bilingual parents are invited to attend Oleander Elementary's Community Based English Tutoring to learn how to effectively support their child at home. All parents are encouraged to attend the school's six-week Bright Start program that teaches parents how to help their children with literacy skills.

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

School-to-home communication takes place a variety of formats. The quarterly school newsletter features a message from the principal, focus articles, tips and strategies on how to help students be successful in school, and student recognition announcements. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports and report cards are issued each trimester; in some cases, teachers may contact parents directly regarding student progress. *Bear Grams* are sent home throughout the year to update parents on important school news and activities.

Parents who would like to help out in their child's classroom should contact the classroom teacher. Interested individuals who would like to get involved in the PTA should contact the PTA President. The principal and assistant principal are available for general information on becoming an active member of the school community. Parents may contact the school office at (909) 357-5700 to speak with any of the individuals mentioned in this section of the report.

School Profile

Oleander Elementary School is a single-track, year-round school serving 795 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. Oleander Elementary school continues to utilize innovative methods and strategies designed to improved student achievement. Highly trained, professional teaching staff are committed to meeting the individual needs of every student to ensure they meet grade level expectations and state standards.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Oleander 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 Oleander Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

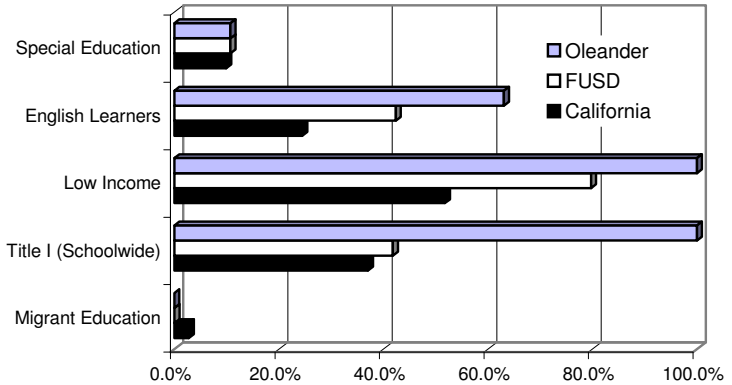
California English Language Development Test

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.

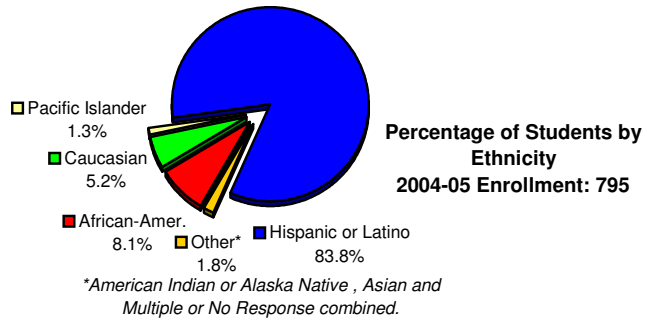
Standardized State Assessments

Students at Oleander 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 Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



District-Administered Assessments

2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	75%	61%	65%	60%	41%	53%
Writing	N/A	38%	30%	22%	36%	45%
2003-04						
Grade	K	1	2	3	4	5
Reading	66%	50%	12%	13%	8%	11%
Math	77%	64%	64%	64%	37%	40%
Writing	N/A	44%	37%	28%	21%	29%
2004-05						
Grade	K	1	2	3	4	5
Reading	43%	24%	29%	36%	22%	22%
Math	90%	57%	62%	55%	42%	38%
Writing	N/A	43%	30%	41%	34%	46%

CAT/6 Test Results

All Students

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

	Oleander			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	20	19	16	29	29	27	43	43	41
Math	36	35	40	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)

	Oleander						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	18				15	*	*
Math	36				37	*	*

*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

	Oleander					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	16	15	14	16	*	
Math	40	39	40	40	*	

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, Oleander 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.

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

	Oleander			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	14	15	14	18	20	25	35	36	40
Math	27	27	27	24	23	26	35	34	38
Science		6	7	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

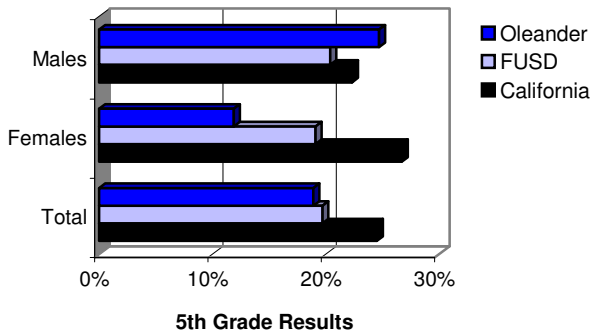
	Oleander						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	3	*	*		14	*	22
Math	17	*	*		27	*	47
Science	*	*	*		7	*	*
History							

**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

	Oleander					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	12	15	11	14	4	
Math	27	27	28	27	7	
Science	10	3	6	7	4	
History						

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



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. Oleander Elementary School did not meet its 2005 AYP criteria for a third consecutive year and will therefore retain Title I Program Improvement status for a second term.

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/.

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

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	100	99	99	Percent Tested	99	99	100
API Base Score	587	616	645	API Growth Score	614	635	630
Growth Target	11	9	8	Actual Growth	27	19	-15
Statewide Rank	2	2	2	Eligible for GPA	Yes	Unfunded	Unfunded
Similar Schools Rank	5	5	7	Eligible for II/USP	Unfunded	Unfunded	Unfunded

API Significant Subgroup Results

Hispanic or Latino							
API Base Score	584	609	638	API Growth Score	606	632	626
Growth Target	9	7	6	Actual Growth	22	23	-12
Socioeconomically Disadvantaged							
API Base Score	585	616	645	API Growth Score	614	635	630
Growth Target	9	7	6	Actual Growth	29	19	-15

Adequate Yearly Progress (AYP)

	Oleander			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	No	No	No	No	No
Subgroup Results						
	Oleander			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	No	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	No	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	No	Yes	Yes	Yes
English Learners	No	No	No	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

	Oleander
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	Yes
Year Identified for Program Improvement	2003-04
Year in Program Improvement	2
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%

federal funds to help those students who meet specific program criteria. In 2004-05, Oleander 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

Oleander Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1955; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff. Additional buildings have been added to the campus over the years including new classrooms and a Healthy Start center. Modernization of the

entire campus was recently completed; the electrical, fire, data, and phone systems were replaced, doors and mechanical hardware were replaced, and the school received a fresh coat of paint.

Campus Description

Year Built	1955
Acreage	8.98 ac
Square Footage	64,917
	Qty.
# of Permanent Classrooms	37
# of Portable Classrooms	15
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lounge & Work Room	1
Cafeteria/Multipurpose Room	1

Campus Supervision

Oleander Elementary has taken measurable steps to improve student safety on campus, including the provision of sufficient staff to monitor student behavior throughout the school day. As students arrive on campus each morning through a single entrance area, the principal and assistant principal greet students as they are dropped off by their parents/guardians. One campus security officer, two noon duty aides and one teachers are in the cafeteria and on the playground before morning classes begin. During recess, four noon aides, the campus security officer, and assigned teachers monitor playground activities. During lunch, the campus security officer and five noon duty aides share supervision of the cafeteria and playground areas to ensure students are behaving responsibly. At the end of the day, all teachers escort their students to the school's main exit gate. Students in primary grades (K-2) are released to their parents/guardians. The campus security officer, principal, and assistant principal circulate the campus, exit area, and outside perimeter to the north and south on Oleander Avenue to ensure students depart in a safe and orderly manner. Oleander 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 October 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. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

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 and two full-time evening custodians are assigned to Oleander 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 graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Oleander 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 19, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection Most Recent Inspection: August 19, 2005

Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	Cafeteria: Unlocked and/or open custodial doors.
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	No	West of Cafeteria: Repair sidewalk area.
Fire Safety	No	All Buildings: No monthly initials on fire extinguisher cards. Library: No fire alarm.
Electrical (Interior & Exterior)	No	Cafeteria: Southeast electrical panel needs key in order to be locked.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Outside Room 22: Drinking fountain drains slowly and has low pressure. Outside Room 14: Drinking fountain needs repair to left side.
Restrooms	No	Boys' Restroom Outside Room 5: Stall 3 locked from inside. Girls' Restroom Outside of Room 22: Low water pressure in west sink and no latch on east stall. Boys' Restroom Outside Room 5: Low water pressure in northwest sink and broken handle on east stall. Girls' Restroom West of Room 18: Plastic pieces of unknown origin on floor. Boys' Restroom West of Room 18: Sink water pressure low. Girls' Restroom Outside Room 14: Handicapped stall locked and middle light out. Boys' Restroom Outside Room 14: Middle light out.
Sewer	Yes	
Playgrounds/School Grounds	No	Outside Room 5: Drain area uncovered. Outside Rooms 9 and 12: Breaks and holes in rain gutter.
Other	N/A	

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

Deficiencies noted in school inspection report 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, Oleander Elementary received \$29,550 in deferred maintenance funds to repaint exterior surfaces of school buildings.

Classroom Environment

Discipline & Climate for Learning

Students at Oleander Elementary are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavioral trends when addressing consequences for poor choices in behavior.

At the beginning of the school year, school rules and behavioral expectations are 1) shared with students at a behavior assembly, 2) reviewed with parents and students at Back to School Night, and 3) addressed by the principal in a personalized letter sent home to parents. Each student is given a student handbook which

outlines district policies, school rules, and behavioral expectations. At the beginning of the second trimester, students are reminded of the behavioral responsibilities in a second discipline assembly.

Suspensions & Expulsions			
Oleander			
	02-03	03-04	04-05
Suspensions (#)	56	30	17
Suspensions (%)	6.30%	3.45%	2.14%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.11%	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.

Each morning after students settle into their first class of the day, the principal delivers a daily bulletin which helps set a positive tone for the rest of the day (Project Wisdom). The principal delivers thought-provoking messages designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Every staff member is on the lookout for students doing good deeds so they may immediately praise and reward the student with a Bear Paw ticket. Students enter earned Bear Paw tickets into randomly held drawings for special prizes. One student from each class is selected every month and recognized as the Student of the Month for demonstrating good citizenship and academic effort. Teachers nominate one of their student's each month who has made positive effort in citizenship or academics to have lunch with the principal. Students maintaining perfect attendance each month are awarded a "dog tag" for their efforts.

Academic progress is celebrated at end-of-trimester awards assemblies. Students have the opportunity to receive the BUG Award (Bring Up Grade) for moving up to the next proficiency level on the district's assessment matrix. All students who are at the Proficient or Advanced level on the district matrix are recognized and given "dog tags".

Class Size

Oleander 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 Oleander Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with

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%

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.

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	24.2	2	4	
1	18.0	4	4	
2	17.9	6	2	
3	20.7	2	5	
4	30.7		3	
5	29.0		5	
Combo 3-4	20.0	1		
Combo 4-5	29.0		1	

2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.7	3	3	
1	20.2	5	4	
2	19.6	7	1	
3	19.2	6		
4	27.5		6	
5	26.5		4	

2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	33.0			4
1	18.9	8		
2	17.6	8		
3	17.4	8		
4	28.3		4	
5	27.0		5	

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

Instructional Time

During the 2004-05 school year, all instructional time offered at Oleander Elementary exceeded state requirements. For the 2004-05 school year, Oleander Elementary offered 180 days of instruction comprised of 136 regular days and 44 minimum days. Oleander Elementary utilizes minimum days for staff development and teacher planning.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	52,424	50,400
4-5	54,056	54,000

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)

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

- Instructional Strategies for English Language Learners and Team Building
- Differentiated Instruction

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

Oleander Elementary's principal works closely with the assistant principal and Leadership Team to lead the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Gorge Santiago and Assistant Principal Antonio Viramontes work as a team, sharing many of the administrative duties associated with elementary school operations. The principal is responsible for overall administration of school instruction and activities, 50% of teacher evaluations, and daily operations; the assistant principal oversees student discipline, 50% of teacher evaluations, Student Study Teams, and the Special Education Review Team.

Mr. Gorge Santiago has been in the educational field and serving Fontana Unified School District for 10 years. Prior to joining Oleander Elementary at the beginning of the 2005-06 school year, Principal Santiago held both assistant principal and teaching positions at various schools within the district. Principal Santiago holds a master's degree in crosscultural education, a second master's degree in educational administration, a bachelor's degree in business administration, both 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, assistant principal, Reading First coach, Outreach Consultant, program manager, two English Language Learner intervention teachers, and designated teacher representatives from each grade level (K-5). The Leadership Team meets once a month to determine and develop the school's course of achievement through data analysis, developing policies for the school's Single Plan for Student Achievement, and choosing the strategies that best meet the needs of the student body. The Leadership Team is focused on improving student achievement - establishing high expectations and goals based upon student assessment results, identifying the best approach to attain established goals, and implementing appropriate, corrective measures to ensure students exceed state proficiency targets.

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 8:00 a.m. to 3:30 p.m. and is staffed by a full-time librarian. The library features 14,769 titles in English and 227 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and magazines. Four Internet-accessible computers are available for research, Accelerated Reader testing, and electronic title searches. Students visit the library with their class once a week; students may visit the library on their own time before school, during lunch, and after school.

Technology Resources

During the 2004-05 school year, Oleander Elementary had a total of 106 computers and 48 classrooms with Internet access. On average, each classroom has four computers which are typically used for research, computer-based intervention programs, Accelerated Reader, Accelerated Math, English In A Flash, Waterford™, and accessing web-based resources such as Study Island. The school's wireless computer lab features 40 Internet-accessible workstations and is used for whole class instruction and special projects. Each teacher determines the subject area and method to integrate technology into the reading, math, language arts, social science, and science curricula. Each class has a teacher's laptop, LCD projector, and SMART Board to enhance classroom instruction.

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. Oleander 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 education teachers and two special education instructional aides who provide full-day instruction in two special day classes. One resource specialist teacher and one resource specialist aide provide small group and individual 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 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. Two English language learner support teachers and one bilingual aide collaborate with each EL student's teacher to develop instructional strategies to meet language and fluency levels. The bilingual aide provides in-class support during language arts time periods, focusing on helping students with current class lessons, reinforcement of skills, and front-loading subject matter/skills for future lessons. Both EL teachers provide in-class and pull-out support, expanding upon class lessons; individualized instruction is provided in six-week sessions for 45 minutes a day, five days a week, during language arts time. ELD instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. After-school GATE enrichment activities are offered twice a week for one hour; activities are centered around special projects in technology, poetry, science, and newspaper production.

Oleander 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 who are at Far Below Basic and Below Basic levels on the district assessment matrix are invited and encouraged to attend 32 hours of instruction during a two-week period (between trimesters). Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math.
- Title I Offtrack Intervention: students in grades 2-5 who are at the Basic level on the district assessment matrix receive tutoring in language arts and math during two-weeks of intersession. Instruction is focused on improving skills to proficient levels.
- Tutoring: 45 minutes is offered before and after school, three days a week to students in grade K-5. School administrators evaluate student assessment data to tailor tutoring sessions targeting specific skills.
- Achievement Substitutes: full-time, certificated substitutes provide in-class instruction for students at the Far Below Basic, Below Basic, and Basic levels; 40-60 minutes of instruction is provided five days a week to reinforce class lessons.
- Homework Club: after-school program that offers 30 minutes of time in a quiet environment for students to complete homework assignments or receive help from certificated teachers; sports activities follow the homework period.

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, Oleander Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available, the absent teacher's class is split and students are placed in another class within the same grade level.

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

Oleander 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 Study 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	0.3
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH Therapist	1	0.4
LSH Aide	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. Oleander 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, Oleander Elementary had 38 teachers who met all credential requirements in accordance with state guidelines.

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

	%
Oleander	92.5
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

	Oleander	FUSD
	%	%
Doctorate	2.3	1.3
Master's Degree plus 30 or more semester hours	14.0	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	69.8	48.6
Bachelor's Degree	14.0	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Oleander			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	43	44	43	1818	1780	1911
Teachers with Full Credential	37	38	38	1603	1635	1771
Teachers in Alternative Routes to Certification	7	3	8	120	63	168
Pre-Internship	3	2	0	129	47	9
Teachers with Emergency Permits	10	3	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	9	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	9	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
Gifted & Talented Education	Staff Development
High Priority Schools	State & Federal Preschool
Instructional Materials	Supplemental Technology
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	

Salary Comparison 2003-04

	FUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$35,236
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	FUSD	Dollars Spent per Student	
		State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127