

# PALMETTO ELEMENTARY SCHOOL

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Grades PreK-5  
Mercedes Walker, Principal  
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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

Palmetto Elementary School is a place where everyone is proud to be a "TIGER!" We believe that quality education can be achieved through high expectations of student performance and behavior. Our teachers are truly dedicated educators who strive to improve student achievement every day. Our school is organized and designed to facilitate and enable "teachers to teach and students to learn." The climate for learning that our staff creates at Palmetto results in improved academic achievement for ALL of our students.

Our belief in strong family/school/community partnerships also supports a high quality education for our students. Home-school communication provides parents information about their children's school programs and ways they can be involved and supportive of school efforts. Palmetto parents and community members are motivated to be involved in our school through numerous workshops, advisory groups, the PTA, and involvement in the classroom. With the support of parents and community, the staff and students have created a school at Palmetto Elementary where a climate of learning enables every child to experience personal success and develop into a life long learner.

The enthusiastic staff at Palmetto is committed to providing the best possible education for the students. The educational focus is to implement Fontana Unified School District's academic standards in language arts and mathematics. Teachers work together at each grade level to determine areas of specific need, set goals, and share strategies to assist their students in meeting grade

level standards. The learning environment at Palmetto Elementary is a school strength. Classrooms and school programs reflect the school's strong emphasis on learning. Students and parents express pride in their school. "Palmetto Tigers" take every opportunity to recognize and reward student, staff, and parents for their successes and accomplishments.

### School Motto

*"Focusing on the Achievement of ALL Students."*

### Parent Involvement

Parents are encouraged to get involved in Palmetto 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 (especially K-1 classes), in the library, and in the parent's library. Events such as Back to School Night, Open House, and seasonal festivals provide opportunities for parents to interact with school staff while supporting their child's academic programs. Teachers strive for 100% participation in parent conferences. The School Site Council, Parent Teacher Association, English Language Advisory Council, and Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and school budgets.

All school-to-home communication is provided in both English and Spanish. The bimonthly school newsletter features information relative to activities taking place throughout the year as well as announcements concerning upcoming events, student testing, class

### District Goals

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

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

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

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

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

activities, and PTA news. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, flyers are sent home to remind parents of school activities or important events. The school marquee highlights important dates to remember. Parents seeking more information about volunteering their time to the school community may contact the school office, the community liaison, the assistant principal, or the principal at (909) 357-5710.

## School Profile

Palmetto Elementary School is a multi-track, year-round school serving 1,086 students in kindergarten through fifth grade. Palmetto Elementary has been an integral part of the Fontana community for almost 50 years, currently educating a large population of third generation students. Many traditions that were in place when the school initially opened are still in place today.

Palmetto Elementary's professionals are a well-established group of dedicated teachers with a shared sense of responsibility and commitment to providing a highly effective educational program. Strong parent support demonstrated through PTA-sponsored events and fundraising efforts has been a vital component of school success and student support.

## Student Achievement

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

### California English Language Development Test

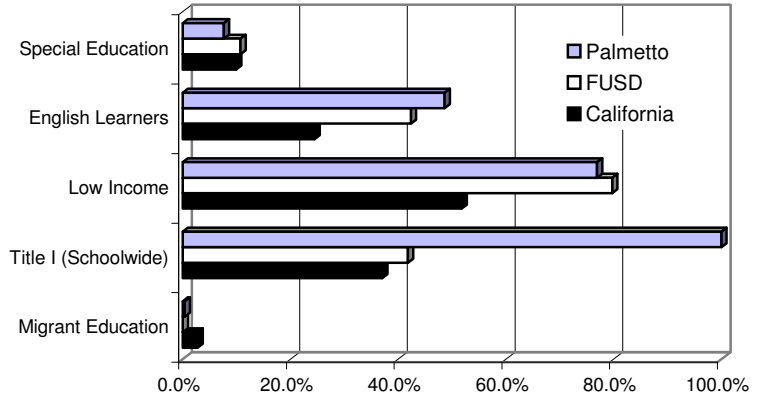
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they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

### Standardized State Assessments

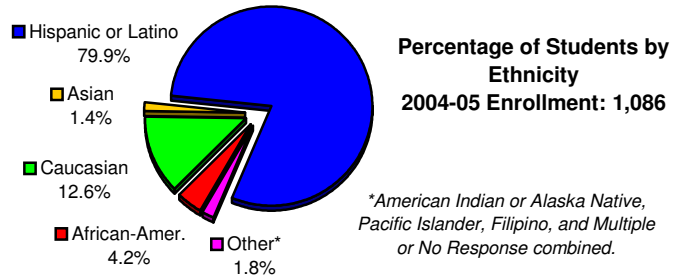
Students at Palmetto Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took 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

**% 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	83%	72%	59%	51%	68%	51%
Writing	N/A	58%	39%	53%	40%	52%
2003-04						
Grade	K	1	2	3	4	5
Reading	64%	53%	16%	17%	17%	20%
Math	74%	75%	57%	61%	46%	42%
Writing	N/A	48%	33%	45%	25%	47%
2004-05						
Grade	K	1	2	3	4	5
Reading	52%	31%	47%	31%	20%	21%
Math	77%	69%	59%	67%	55%	43%
Writing	N/A	50%	54%	41%	41%	42%

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Palmetto			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	25	24	20	29	29	27	43	43	41
Math	41	36	30	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) 2004-05							
	Palmetto						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*	*		18		29
Math	*	*	*		28		41

\*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**

	Palmetto					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	14	26	22	18	33	*
Math	30	30	32	26	33	*

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

	Palmetto			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	18	19	26	18	20	25	35	36	40
Math	38	32	41	24	23	26	35	34	38
Science		12	9	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**

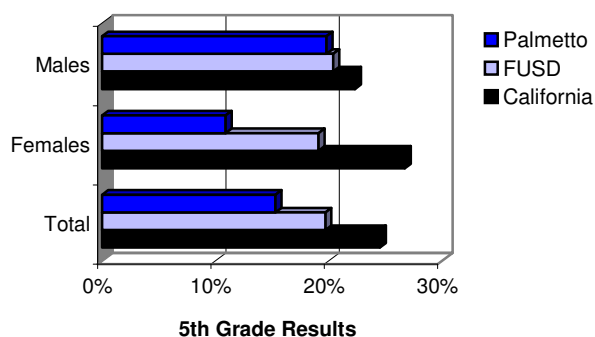
	Palmetto						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	38	*	*		23		39
Math	38	*	*		40		49
Science	*		*		5		38
History							

*\*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**

	Palmetto					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	25	27	16	24	9	*
Math	42	40	36	39	24	*
Science	11	8	1	5	0	
History						

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



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, Palmetto 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. Palmetto Elementary School met all 2005 AYP criteria.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## No Child Left Behind (NCLB)

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

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	100	Percent Tested	99	100	100		
API Base Score	624	662	666	API Growth Score	662	657	694		
Growth Target	9	7	7	Actual Growth	38	-5	28		
Statewide Rank	3	3	3	Eligible for GPA	No	Unfunded	Unfunded		
Similar Schools Rank	2	4	5	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

## API Significant Subgroup Results

Hispanic or Latino									
API Base Score	591	655	663	API Growth Score	654	652	682		
Growth Target	7	6	6	Actual Growth	63	-3	19		

## Socioeconomically Disadvantaged

API Base Score	586	641	653	API Growth Score	643	645	678		
Growth Target	7	6	6	Actual Growth	57	4	25		

## Adequate Yearly Progress (AYP)

	Palmetto			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	Overall School Results	No	Yes	Yes	No	No

	Subgroup Results					
	Palmetto			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	Yes	Yes	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	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

	Palmetto
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	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%

Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Palmetto Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

## School Facilities & Safety

Palmetto Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1958; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1958
Acreage	8.89 ac.
Square Footage	61,901
	<b>Qty.</b>
# of Permanent Classrooms	23
# of Portable Classrooms	16
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lunch Room/Teacher Work Room	1
Cafeteria/Multipurpose Room with Stage Area	1

### Campus Supervision

Each morning before school starts, six noon duty aides and two teachers share supervision of students in the cafeteria, on the playground, and at student drop-off areas. The principal and assistant principal are stationed at the student drop-off and parking lot areas to ensure students arrive safely. During recess, three noon duty aides and two teachers monitor student activities. During the lunch periods, two noon aides supervise student behavior in the cafeteria, three noon aides are on the playground, and one noon duty aide covers the quad area. Teachers escort students to the bus and student pickup areas at the end of the school day. One noon duty, three teachers, the assistant principal, principal, and custodian remain in the exit areas to ensure students depart in a safe and orderly manner. Palmetto 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 the fall of 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 each project and then assigns the projects 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 Palmetto 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 principal or assistant principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Checking restrooms for cleanliness is a team effort shared among the custodians, noon duty aides, and administrators. Restrooms are checked after every recess and periodically throughout the day; the custodian is notified when cleaning or restocking of supplies is needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Palmetto 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 July 28, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: July 28, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	No	Portable Restroom closed pending modernization. Women's Restroom in library: remove standing water under sink. Girl's Restroom in library: repair leaking hose bib.
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

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

Deficiencies noted in the school inspection report were immediately corrected 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, Palmetto Elementary did not receive or require deferred maintenance funds for campus upkeep.

## Classroom Environment

### Discipline & Climate for Learning

Students at Palmetto Elementary are guided by district policies established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Palmetto Elementary's staff take a proactive, preventative approach to minimizing classroom disruption through character education lessons and modeling. Behavior expectations and classroom management policies are driven by the Character Counts program, centered around the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, and citizenship). Twice a month teachers introduce and hold classroom discussions on one of the Character Counts traits. Teachers have established individual classroom management plans which are shared with students and posted in the classrooms. Students are informed of the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision making.

At the beginning of the school year, 1) each student is provided with a copy of the school's attendance policies and procedures and 2) the principal and assistant principal conduct grade level assemblies to review playground and school rules. Throughout the year as needed, the principal visits individual classrooms to remind students of their individual responsibilities in following school rules and practicing good citizenship.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the principal or assistant principals' office. When administering consequences, the principal/assistant principal takes into consideration the referred student's past behavioral trends and seriousness of infraction.

### Suspensions & Expulsions

	Palmetto		
	02-03	03-04	04-05
Suspensions (#)	20	20	27
Suspensions (%)	1.92%	1.86%	2.49%
Expulsions (#)	0	0	1
Expulsions (%)	0.00%	0.00%	0.09%

### FUSD Elementary Schools

	02-03	03-04	04-05
	Suspensions (#)	1104	1022
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.*

Responsible students may be referred by their teachers to participate in the school's conflict manager program. Two students are selected from each third, fourth, and fifth grade classroom to be conflict managers. The assistant principal oversees the program and provides training two days a week over a six-week period. Conflict managers help their peers and primary grade students resolve minor playground issues and are trained to identify situations that require adult intervention. (The conflict managers program was initiated during the 2005-06 school year.)

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students demonstrating kindness or good citizenship are immediately rewarded with a "Tiger Dollar" by an observant school staff member. Tiger Dollar recipients are eligible to participate in special prize drawings held randomly throughout the school year. The computer lab teacher awards students acquiring the highest Accelerated Reader points with a "free book" certificate. One student from each class is selected by their teacher every month for the Student of the Month award for outstanding individual accomplishments in academics, citizenship, or attendance. Students who have maintained a perfect attendance record are recognized individually and as a class, earning a spin on the "Wheel of Fortune" for prizes such as popsicles, pencils, etc.

### Class Size

Palmetto 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 Palmetto 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

Grade	2002-03			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.7	2	4	
1	20.4	4	5	
2	18.9	7		
3	19.9	6	2	
4	31.2		5	
5	26.8		5	
Combo K-3	13.7	3		
Combo 4-5	28.0		2	

Grade	2003-04			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.3	2	2	2
1	19.6	8		
2	19.6	6	1	
3	20.1	5	2	
4	29.2		5	
5	29.6		5	
Combo K-3	19.8	3	1	
Combo 4-5	30.5		2	

Grade	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.8	2	2	2
1	19.9	9		
2	19.6	9		
3	18.4	10		
4	32.7		2	4
5	25.4		7	

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

### Instructional Time

During the 2004-05 school year, all instructional time offered at Palmetto Elementary exceeded state requirements. Due to the multi-track system, the number of instructional days (regular and minimum) vary from track to track. The following tables list the number of instructional days and minutes offered for each track during the 2004-05 school year. Palmetto Elementary utilizes minimum days for teacher planning, grade level planning, and staff meetings.

### Instructional Days 2004-05

Grade Level	Total Instructional Days	Regular Days	Minimum Days
All Tracks			
K	175	175	0
Track A			
1-5	175	129	45
Track B			
1-5	178	133	45
Track C			
1-5	177	132	45
Track D			
1-5	175	130	45

### Instructional Minutes

Grade Level	2004-05	
	Actual Minutes Offered	State Requirement
K	36,050	36,000
Track A		
1-3	52,985	50,400
4-5	54,275	54,000
Track B		
1-3	54,099	50,400
4-5	55,429	54,000
Track C		
1-3	53,766	50,400
4-5	55,086	54,000
Tracks D		
1-3	53,100	50,400
4-5	54,400	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)

Palmetto 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, Palmetto Elementary held three staff development days that focused on:

- Thinking Maps
- Open Court Component for English Language Learners, K-6
- Mapping of English Language Learner and English Language Arts Standards
- Open Court Writing Components and Scaffolding Among Grade Levels

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

Palmetto Elementary's principal works closely with the assistant principal and the leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Mercedes Walker and Assistant Principal Larry Elwell work as a team, sharing many of the administrative duties. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations; the assistant principal is responsible for supervision of yard duty supervisors, conflict managers, Student Study Teams, and some teacher observations/evaluations.

Ms. Mercedes Walker has been in the educational field and serving the Fontana Unified School District for over 18 years (as of June 2006). Prior to joining Palmetto Elementary in March 2006, Ms. Walker has held positions as an assistant principal, classroom teacher, site literacy leader, and Reading Recovery™ teacher. Principal Walker's professional certifications include a master's degree in reading and language arts, a bachelor's degree in psychology, Tier I and Tier II administrative credentials, and AB75 principal's training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, and one teacher representative from each grade level. The leadership team meets once a month and assists with planning school curriculum, provides input on changes affecting school operations and schedules, addresses feedback provided from teaching staff, and reviews staff development needs. Grade level representatives serve as a liaison between grade level teams and school administration.

### 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 8:15 a.m. to 3:15 p.m. and is staffed by a full-time library assistant. The library features 24,329 titles in English and 341 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Fifteen Internet-accessible computers are available for research and electronic title searches. Students visit the library with their class at least once a week and independently before school, during lunch, and after school.

### Technology Resources

During the 2004-05 school year, Palmetto Elementary had a total of 198 computers; all classrooms had Internet access. On average, each classroom has five computers which are used for Accelerated Reader testing, research, and word processing. The school's computer lab features 32 Internet-accessible workstations and is used for whole class instruction. Each teacher determines the method to integrate technology into the reading and language arts curricula. Teachers use the computer lab and have access to laptops and SMART Boards to access web-based resources such as graphics presentations, *unitedstreaming*, Open Court Online, and BrainPOP®.

### 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. Palmetto 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 highly qualified, compassionate special education professionals who follow a standards based curriculum. One special education teacher and two special education aides oversee the preschool special day class; one special education teacher and one special education aide provide full-day instruction for a first grade special day class. One resource specialist teacher and one resource aide provide individual and small group instruction in both the general education class 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. Three bilingual aides collaborate with each EL student's teacher to develop instructional strategies to meet language and fluency levels. Bilingual aides provide individual and small group instruction focused on helping students with current class lessons, reinforcement of skills, and front-loading subject matter or skills for future lessons. Teachers and bilingual aides provide English Language Development (ELD) instruction to supplement the EL student's language arts program; instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. One part-time certificated teacher is assigned to beginning level EL students and is responsible for 1) preparing lesson plans for front-loading of Open Court curriculum and 2) providing pull-out reinforcement and intervention support. English Language Development (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. GATE students receive differentiated instruction from GATE-certified teachers. After-school GATE enrichment activities are held one day a week and centered around a common theme. During the 2004-05 school year, GATE activities focused on rockets and performing arts.

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

- Tutoring: teachers initiate and provide tutoring before and after school in math and language arts.
- Off-track Intersession: students in grades 2-5 who are at "Far Below Basic" and "Below Basic" levels on the district proficiency matrix are invited and encouraged to attend the two-week program (between trimesters). Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math.
- Tutor Monitors: four tutor monitors provide 30 minutes of individual and small group instruction after language arts instruction to help identified students increase reading proficiency.

## 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, Palmetto Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Palmetto Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, classes are split and students are placed in another class in 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

Palmetto Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05		
	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.5
School Nurse	1	3.0
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	1.0

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

personnel to provide counseling and support services. Student Intervention Teams (SIT) 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. Palmetto 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, Palmetto Elementary had 47 teachers who met all credential requirements in accordance with state guidelines.

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

	%
Palmetto	93.6
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

	Palmetto	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	40.8	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	44.9	48.6
Bachelor's Degree	14.3	14.3
Less than a Bachelor's Degree	0.0	0.7

### Teacher Credentials & Assignments

	Palmetto			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	47	47	49	1818	1780	1911
Teachers with Full Credential	45	46	47	1603	1635	1771
Teachers in Alternative Routes to Certification	3	0	4	120	63	168
Pre-Internship	0	0	0	129	47	9
Teachers with Emergency Permits	5	1	0	261	56	34
Teachers with Waivers	1	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	12	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	12	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			
Dollars Spent per Student			
Total Expenditures	FUSD	State Average for Districts in Same Category	
		Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127