

# Fontana Unified School District

## North Tamarind Elementary

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

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#### SCHOOL INFORMATION

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(909) 357-5680  
<http://www.fUSD.net>

#### SUPERINTENDENT

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#### DISTRICT INFORMATION

Fontana Unified School District  
9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-7600

#### BOARD OF EDUCATION

Marcelino "Mars" Serna, President  
Adam Perez, Vice President  
Joe Armendarez, Member  
Jennifer Quezada, Member  
Mary Sandoval, Member  
David Muñoz-Padilla, Student Board Member

#### DISTRICT ADMINISTRATION

Miki R. Inbody  
Superintendent  
Tina Daigneault  
Associate Superintendent,  
Business Services  
Monica Makiewicz, Ph.D.  
Associate Superintendent,  
Teaching & Learning  
Douglas F. Staine, Ed.D.  
Associate Superintendent,  
People Services  
Craig Baker  
Associate Superintendent,  
Student Services

#### SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

#### DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



## DISTRICT STATEMENTS

### DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

### DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

### CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

### CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

### DISTRICT GOALS

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

### SCHOOL STATEMENTS

#### Principal's Message:

North Tamarind Elementary School, Home of the Cougars, is committed to sustaining an enriching, nurturing, and productive learning environment where all students excel as we challenge them to reach their full potential. Our dedicated teachers and staff provide an instructional program based on Common Core State Standards and high expectations for academic achievement and social/personal growth. We strive to maintain a safe school campus based on positive values that promote personal responsibility for student behavior and mutual respect among all members of our learning community.

Every morning we recite the flag salute as a school and recite a Leader in Me pledge. Students practice the seven habits of highly effective people. We believe that building leadership in students is an important part of their education. There is a leader in everyone and students are encouraged to show leadership in different ways.

Parent and community involvement is vital at North Tamarind Elementary. We invite and encourage parents to become active members of our school community and to learn about our educational program and progress. We welcome volunteers to assist with classroom and/or school activities, or to serve as members of our parent committees or organizations on campus, or to participate in parent education opportunities.

We look forward to the academic, social, and personal growth of all students and to the continued success of our learning community.

### SCHOOL PROFILE

All school staff believe that quality education for all students be achieved through establishing high standards for academic performance and behavior. Teachers work together to identify the instructional needs of each student and provide the resources for each to be successful.

North Tamarind Elementary School consists of 379 K-6th grade students. In addition, the school hosts the district's Early Childhood Education program on campus and is open to 3-4 year old children that have an Individual Education Plan. A state preschool program is on campus and open to eligible 3-5 year old children; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional development.

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	53.1
Male	46.9
Non-Binary	
American Indian or Alaska Native	
Asian	0.2
Black or African American	2.4
Filipino	0.2
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0.5
White	3.9
Two or More Races	0.7
EL Students	46
Foster Youth	0.7
Homeless	1.7
Military	
Socioeconomically Disadvantaged	84.4
Migrant Education	
Students with Disabilities	12.7

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	47
1st	60
2nd	50
3rd	57
4th	59
5th	67
6th	69
Total	409

#### CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**TEACHER ASSIGNMENT**

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	74.81	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.89	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	19.70	1.15	12,115.80	4.41
Unknown	5.40	24.30	407.00	23.67	18,854.30	6.86
Total Teaching Positions	22.30	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.20	84.45	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.88	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.31	31.90	1.82	11,953.10	4.28
Unknown	3.20	14.32	87.80	5.02	15,831.90	5.67
Total Teaching Positions	22.70	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.20

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.00	1.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

#### FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/24/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	P- 39: 4. CARPET HAS WAVES. WRK RM: 4. CEILING TILES ARE LOOSE. RM 4: 4. RUBBER MOLDING IS BROKEN ON WALL. LIBRARY, P- 27, P- 36, P- 38 (STORAGE), RM 12, RM 17, RM 41, RM 42, RM 43, RM 44, RM 45, RM 7: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	P- 37: 7. TWO LIGHT PANELS ARE OUT. P- 40, RM 12: 7. WATER STAIN IN LIGHT DIFFUSER.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	RM 19: 8. WATER STAIN CEILING TILES IN RESTROOM AREA.
SAFETY: Fire Safety, Hazardous Materials	Good	P- 29: 11. NO SKID PAINT IS PEELING ON RAMP.
STRUCTURAL: Structural Damage, Roofs	Good	RM 17: 12. DRY ROT ON EAVE. P- 24: 12. DRY ROT ON TRIM.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	K 1, RM 6: 14. WATER COVER IS MISSING ON EXTERIOR WALL BETWEEN ROOMS/ INJURY HAZARD.

#### SCHOOL FACILITIES

##### Age and Condition of Facilities

North Tamarind Elementary School provides a clean, safe, and functional learning environment through proper facilities maintenance and campus supervision. Built in 1951, the school sits on 9.55 acres and includes 24 permanent classrooms, 14 portable classrooms, a library, one learning center, a staff lounge, and a cafeteria. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

##### Campus Supervision

As students arrive on campus, school site aides meet students on the playground and in the cafeteria. During recess, school site aides monitor the playground to ensure students play safely. At lunch time, the school site aides oversee cafeteria and playground activities. Teachers supervise dismissal, monitoring exit gates as students arrive and depart. A crossing guard helps students cross the street every morning and afternoon. North Tamarind Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

##### Campus Maintenance

The school principal and 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. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines.

Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. During school breaks, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department. The maintenance department then identifies the scope of each project and 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 one full-time and one half-time evening custodians are assigned to North Tamarind Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Restrooms are checked routinely throughout the day and cleaned as needed. Each morning before students arrive on campus, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The

principal walks classrooms and the playground daily to note items in need of cleaning and/or repair. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

#### Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

#### Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

### INSTRUCTIONAL MATERIALS

#### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

#### Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

### TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
	Grade: 6th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matemáticas / Adoption: 2015	Yes (State)	0
	Grade: 6th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: K-3rd / Course: History/Social Science / Publisher: Houghton Mifflin / Series: California Social Studies / Adoption: 2006	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
Science	Grades: K-5th / Course: Science / Publisher: Imagine Learning / Series: Twig Science / Adoption: 2022	Yes (State)	0
	Grade: 6th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

#### PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

#### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

#### ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	21	34	47
Mathematics (Grades 3-8 and 11)	10	18	33
Science (Grades 5, 8, and 10)	2	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	252	249	98.81	1.19	20.88
Male	125	123	98.40	1.60	17.89
Female	127	126	99.21	0.79	23.81
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	230	228	99.13	0.87	20.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	45.45
Two or More Races	--	--	--	--	--
EL Students	132	130	98.48	1.52	16.15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	214	213	99.53	0.47	22.07
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	36	36	100.00	0.00	0.00

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	252	249	98.81	1.19	10.04
Male	125	123	98.40	1.60	12.20
Female	127	126	99.21	0.79	7.94
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	230	227	98.70	1.30	9.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	18.18
Two or More Races	--	--	--	--	--
EL Students	132	129	97.73	2.27	6.98
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	214	212	99.07	0.93	10.38
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	36	35	97.22	2.78	0.00



Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	64	64	100.00	0.00	1.56
Male	33	33	100.00	0.00	3.03
Female	31	31	100.00	0.00	0.00
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	55	55	100.00	0.00	1.82
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	31	31	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	56	56	100.00	0.00	1.79
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

#### PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

**PUPIL ENGAGEMENT**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

**CHRONIC ABSENTEEISM**

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2021-22</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	455	438	200	45.7
Female	241	232	110	47.4
Male	214	206	90	43.7
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	1	1	0	0
Black or African American	12	11	4	36.4
Filipino	1	1	0	0
Hispanic or Latino	415	400	190	47.5
Native Hawaiian or Pacific Islander	2	2	0	0
White	18	17	4	23.5
Two or More Races	5	5	1	20
EL Students	214	209	83	39.7
Foster Youth	4	3	0	0
Homeless	15	15	8	53.3
Military				
Socioeconomically Disadvantaged	393	377	179	47.5
Migrant Education	0	0	0	0
Students with Disabilities	59	57	32	56.1

#### PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### PARENT INVOLVEMENT

Parents are strongly encouraged to be active participants in North Tamarind Elementary School's learning community. Events such as Back to School Night, Open House, Family Nights, Annual Title I Meeting, monthly Parent-Principal Coffee, English-Language Advisory Council and School Site Council provide opportunities for parents to interact with school staff while supporting their child's academic programs. Throughout the year, workshops, meetings and pertinent information are provided to parents by the principal, bilingual community aide, and English Learner Teacher on Assignment. Each parent learning opportunity provides valuable information to support the education process at home.

The School Site Council and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parent education workshops related to current student assignments, parenting, and life skills provide resources for parents to successfully help and support their child's academic efforts at home.

School-to-home communication is provided in both English and Spanish. North Tamarind uses Parent Square, an instant messaging system that forwards personalized messages from school staff to each student's home. Electronic flyers are sent home as well and posted on Microsoft Teams that highlight important dates, reminders, and current events. Parents may also connect to Team- North Tamarind Students on Microsoft Teams on a smartphone or computer for up-to-date student and school information. In addition, parents can access the school Twitter page and Website for up-to-date information regarding events.

#### SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

**SUSPENSIONS AND EXPULSIONS**

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	1.14	0	1.76	0	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	1.76	0
Female	0.83	0
Male	2.8	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.93	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0.93	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	1.78	0
Migrant Education	0	0
Students with Disabilities	3.39	0

#### OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

#### PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

#### PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

#### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	272.67

#### AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.4

### COUNSELING AND SUPPORT SERVICES

North Tamarind Elementary School staff makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide support services. Students have the support of the adaptive PE specialist, the health assistant, the school psychologist, the district nurse, the speech and language pathologist, and/or the school counselor.

North Tamarind has a full-time elementary school counselor who works directly with students in small groups on a variety of topics. The counselor may present full class lessons on college and career goal setting for upper grades and on building friendships with primary students. During the school year, the counselor invites new students to special small group introductions to the school and to the expectations. The counselor is also available to support students who report bullying and to assist all students in conflict resolution skills and behavior choices. North Tamarind's counselor may also respond to crisis intervention needs on campus or across the district, if the need arises. Student Intervention Teams (SIT), composed of grade level teachers, 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. Parents are an important member of the SIT team and process.

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

### CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

\*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	16	37	18	6		2		2	3		1	
1st	18	23	17	4	2	4	4	2	2		1	1
2nd	16	22	22	4	4	2	4	2	2		1	1
3rd	19	18	18	4	5	6	4	2			1	1
4th	20	27	23	6	3	3	6	2	2		1	1
5th	23	37	24	3	3	8	6	2			2	2
6th	25	32	24	1	1	8	15	5			1	11
Other	13	43	37	1	1	1					1	1

### DISTRICT REVENUE SOURCES

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,246
School: From Supplemental/Restricted Sources	\$ 1,921
School: From Basic/Unrestricted Sources	\$ 5,325
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-12.09 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-19.24 %

### TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

### SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 81,318
District	\$ 89,523
Percentage of Variation between School & District	-9.17 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	-4.74 %

### DISCIPLINE AND CLIMATE FOR LEARNING

Students at North Tamarind Elementary School are guided by the 7 Habits of Highly Effective people. The Leader in Me program is utilized and helps students and staff adopt the philosophy of cultivating leadership and honoring the genius and contribution to everyone as a resource and reference for teaching students about acceptable behavior and good citizenship. The teachers introduce and follow up on the 7 habits of Highly Effective People through classroom discussions, scenarios, direct and indirect lessons. In addition to Leader in Me lessons (direct and indirect) character education topics are supplemented with discussions on sexual harassment, bullying, and other unacceptable forms of conduct, which are provided by the school counselor.

The principal conducts discipline, bullying, and harassment assemblies during the first few weeks of school to discuss school policies and school expectations for all students. During these assemblies, the principal incorporates the behavior expectations: Be Safe, Be Respectful, and Be Responsible. for students to practice throughout the year. Each student receives a Parent-Student Handbook which contains school information and academic, behavior, and safety policies. Teachers review and discuss school rules, behavior expectations, and progressive discipline/classroom management tools with students throughout the year. The school counselor invites all newly enrolled students to a special session to review all school information and discipline expectations.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating one of the 7 Habits. At monthly assemblies, teachers select students to receive Cougar-iffic Kid (Student of the Month) and a Leader in Me award. Also at these monthly assemblies, the grade level with the highest attendance rate is recognized and receives a special reward. At the end of each quarter, each classroom teacher selects students to receive formal academic, citizenship, and/or teacher choice honors at grade level assemblies. Individual attendance awards are given each semester.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. The Fontana After-school Program provides a safe, supervised environment and a variety of academic, enrichment, and physical activities for students.