

Fontana Unified School District

South Tamarind Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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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:

I would like to take this opportunity to invite you to explore South Tamarind's annual School Accountability Report Card (SARC). The SARC is a valuable tool helpful in understanding the overall Educational Program at South Tamarind Elementary. The SARC describes the instructional programs offered at the school, as well as information regarding the school's academic achievement/progress, classroom and faculty configurations and the school safety. Understanding the educational program being offered will assist both the school and the community in moving towards the goal of higher learning for all.

The staff at South Tamarind strives to provide a learning environment that maximizes opportunities for all students. We believe that commitment to continuous learning, both for our students and ourselves will lead to marked improvement in our instructional program and academic growth. This continuous improvement will allow for increased student achievement and a quality education for all of our students. South Tamarind is a Character Counts school. We have learned and adopted the 6 pillars: Respect, Citizenship, Responsibility, Fairness, Trustworthiness, and Caring.

At South Tamarind we set high expectations for academics and behavior. We believe and instill in our students that they are all college-bound students and college begins with us. Through a strong foundational start, our students will be ready and able to achieve their goals and realize their dreams. We are fortunate to have a strong relationship with our staff, families, and community members. Through an active and committed ASB we are able to provide extra-curricular activities for our students and their families. With our partnership with the Fontana Afterschool Program, our ties to the community continue to grow and strengthen. Together we are all making South Tamarind a place to shine.

Our goal in presenting this information is to keep our community and the general public well informed. It is our intent to keep lines of communication open and we welcome any suggestions, comments, or questions you may have. Thank you for helping South Tamarind Elementary grow and improve as we continue to help each student achieve their full potential.

South Tamarind hold true to its mission statement: I am a South Tamarind STAR, I Strive To Achieve Remarkable Success!

SCHOOL PROFILE

The South Tamarind Elementary School community is dedicated to maximizing the personal, social, and academic successes of each child by providing a safe and challenging environment where all students work collaboratively and actively participate in the process of learning. Every staff member celebrates the school's success and continues to recognize strategies for improving academic achievement of ALL students.

Attendance is a critical component in academic success. South Tamarind Elementary School takes measurable efforts to emphasize the value of being on time and in class every day. The school's counselor, community aide and assistant principal work together to identify students whose regular attendance profiles them as at risk. When absences are excessive, home visits are made to discuss attendance concerns with families to provide needed support and express the importance of the regular school attendance.

South Tamarind Elementary is a Character Counts school. Students and staff are asked to follow the 6 pillars of Character Counts; trust, respect, responsibility, fairness, citizenship, and caring. Each month students are recognized who model the pillar of the month.

South Tamarind Elementary is partnering with Discovery Education to provide STEM Essential to ALL students. One can see the students in action on STEM Wednesday.

A state preschool program is on campus and open to eligible 4 year old. The preschool program offers a child-centered curriculum focusing on physical, cognitive, and social-emotional growth.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	48.9
Male	51.1
Non-Binary	
American Indian or Alaska Native	
Asian	0.3
Black or African American	2.8
Filipino	0.5
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.2
White	3
Two or More Races	0.3
EL Students	31.8
Foster Youth	1.2
Homeless	2.2
Military	
Socioeconomically Disadvantaged	86.3
Migrant Education	
Students with Disabilities	10.1

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	118
1st	89
2nd	78
3rd	96
4th	97
5th	119
6th	0
Total	597

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)	23.90	81.69	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)	0.00	0.00	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	5.30	18.31	407.00	23.67	18,854.30	6.86
Total Teaching Positions	29.30	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)	28.20	96.58	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)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.90	1.82	11,953.10	4.28
Unknown	1.00	3.42	87.80	5.02	15,831.90	5.67
Total Teaching Positions	29.20	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.40	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:	03/22/2022
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	Good	BOOK STORAGE, P- T 13: 4. CARPET HAS WAVES/ TRIP HAZARD. P- T 8: 4. CARPET IS WORN/ STAINED HAS WAVES/ TRIP HAZARD. RM 6: 4. FLOOR TILES ARE SEPARATING. P- BOYS RR: 4. LINOLEUM FLOORS ARE CRACKED/ STAINED.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	BOOK STORAGE: 7. WATER STAIN IN LIGHT DIFFUSER.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	RM 7, RM 8: 12. DRY ROT ON TRIM.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P- T 18: 15. HOLE IN WINDOW SCREEN. P- T 13: 15. TRIP HAZARD ASPHALT RAISED. P- T 14, P- T 19, P- T 20: 15. TRIP HAZARD AT RAMP ENTRY ASPHALT RAISED. P- T 15: 15. WINDOW SCREEN IS TORN.

SCHOOL FACILITIES

Age and Condition of Facilities

South Tamarind Elementary School takes great pride in providing students with a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1951, the school sits on 8.54 acres and includes a library, 30 permanent classrooms, 18 portable classrooms, a staff lunch room, and a cafeteria/multipurpose room. Original facilities underwent modernization over a three-year period concluding in 2003.

Campus Supervision

School staff take every opportunity to make sure students remain safe on campus. Before school starts, breakfast is served in the cafeteria. Each morning as students arrive for class, the front entrance gates are monitored. School Site Aides supervise students in the cafeteria receiving breakfast and on the playground. Kindergarten students are escorted to their classroom by their teacher. During recess, administrators and School Site Aides monitor assigned areas on the playground. At the end of the school day, teachers ensure students depart in a safe and orderly manner. Gates are supervised by staff members.

Two crossing guards help students cross the nearby streets safely. Administrators circulate throughout the playground each morning before arriving at the front of the school to meet and greet students and parents. At the end of the day, administrators are stationed at the front of the school to oversee and assist with student supervision. South Tamarind Elementary School 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

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. 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.

One full-time day custodian and two full-time evening custodians are assigned to South Tamarind Elementary School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked before and after each recess by the custodians and cleaned as needed. Administrators and custodians meet formally two times a month and communicate informally on a daily basis to address campus maintenance and safety issues. Daily housekeeping and cleaning takes place in the evening. When students and staff are on school break, 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 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. The custodian, office personnel, school administrators, and a supervision aide carry hand-held radios to facilitate immediate communications regarding safety and emergency 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	Grade: TK / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: World of Wonders (part of the Reading Wonders Program) / Adoption: 2016	Yes (Local)	0
	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grade: TK / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (Local)	0
	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
History / Social Science	Grade: TK / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (Local)	0
	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
Science	Grade: TK / Course: Science / Publisher: McGraw Hill / Series: CA Inspire Science for Early Learners / Adoption: 2022	Yes (Local)	0
	Grades: K-5th / Course: Science / Publisher: Imagine Learning / Series: Twig 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)	22	34	47
Mathematics (Grades 3-8 and 11)	18	18	33
Science (Grades 5, 8, and 10)	7	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	324	318	98.15	1.85	21.70
Male	149	144	96.64	3.36	20.14
Female	175	174	99.43	0.57	22.99
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	--	--	--	--	--
Hispanic or Latino	299	295	98.66	1.34	21.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	27.27
Two or More Races	--	--	--	--	--
EL Students	108	103	95.37	4.63	11.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	275	273	99.27	0.73	20.88
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	38	38	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	324	323	99.69	0.31	17.96
Male	149	148	99.33	0.67	22.30
Female	175	175	100.00	0.00	14.29
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	--	--	--	--	--
Hispanic or Latino	299	298	99.67	0.33	17.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	18.18
Two or More Races	--	--	--	--	--
EL Students	108	108	100.00	0.00	12.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	275	274	99.64	0.36	16.06
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	38	38	100.00	0.00	2.63

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	123	123	100.00	0.00	7.32
Male	53	53	100.00	0.00	9.43
Female	70	70	100.00	0.00	5.71
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	--	--	--	--	--
Hispanic or Latino	115	115	100.00	0.00	6.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	47	47	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	104	104	100.00	0.00	5.77
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	17	17	100.00	0.00	0.00

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	98	98	98	98	98

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.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	673	651	311	47.8
Female	329	320	155	48.4
Male	344	331	156	47.1
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	2	2	0	0
Black or African American	21	20	14	70
Filipino	3	3	0	0
Hispanic or Latino	620	599	282	47.1
Native Hawaiian or Pacific Islander	3	3	3	100
White	20	20	9	45
Two or More Races	2	2	1	50
EL Students	225	217	92	42.4
Foster Youth	10	10	2	20
Homeless	13	13	9	69.2
Military				
Socioeconomically Disadvantaged	573	553	268	48.5
Migrant Education	0	0	0	0
Students with Disabilities	78	74	37	50

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 encouraged to get involved in South Tamarind Elementary School's learning community by volunteering in the classroom or office, attending school events, helping with after-school functions, working on home-projects, or sharing in the decision-making process. Events such as Back-to-School Night, Multicultural Night, STEM Nights, parent workshops, and student performances provide opportunities for parents to interact with school staff while supporting their child's academic programs.

Parent education activities include Parent Center workshops. The School Site Council, Superintendent's Advisory Council, District English Learner Advisory Council, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and student achievement.

All school-to-home communication is provided in English and Spanish. The school website and Parent Square are updated on a monthly basis so parents can be provided with timely information. School events are publicized in social media, Parent Square, website, and marquee. Blackboard Connect is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Flyers notify parents of upcoming events and special announcements.

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	0.74	0	1.93	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	1.93	0
Female	1.82	0
Male	2.03	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	14.29	0
Filipino	0	0
Hispanic or Latino	1.61	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0.89	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	2.09	0
Migrant Education	0	0
Students with Disabilities	2.56	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)	597

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

COUNSELING AND SUPPORT SERVICES

South Tamarind Elementary School makes every effort to meet the academic, emotional and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. South Tamarind has a full-time school counselor available to students 5 days a week to provide these services.

Student Intervention Teams (SITs) 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. South 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	14	14	15	14	6	8		3	3			1
1st	22	42	25		2	3	8	3	3		1	1
2nd	22	37	20	1	3	6	8	4	1		1	1
3rd	24	41	29	2	2	2	8	4	4		1	1
4th	22	35	32	5	3	3	9	5	4		2	2
5th	22	30	41	6	4	2	10	4	5		2	2
6th												
Other	30	84	21		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	\$ 7,103
School: From Supplemental/Restricted Sources	\$ 1,542
School: From Basic/Unrestricted Sources	\$ 5,561
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-8.19 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-15.67 %

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	\$ 77,409
District	\$ 89,523
Percentage of Variation between School & District	-13.53 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	-9.32 %

DISCIPLINE AND CLIMATE FOR LEARNING

Students at South Tamarind Elementary School are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate behavior as well as the consequences that follow poor decision-making.

A progressive discipline approach is taken when students have difficulty following school rules. Disciplinary measures are applied in the classroom, students who continue demonstrating poor conduct are referred to school administrators. When determining appropriate consequences, administrators take into consideration past behavior trends when addressing consequences for poor choices in conduct. Student discipline is always dealt with in a fair, firm, and consistent manner.

School rules and behavior expectations are introduced to students at discipline assemblies, outlined in the student handbook, and reinforced in weekly bulletins and announcements. Administrators and counselor hold a Behavior Expectation Assembly at the beginning of school and the beginning of 2nd semester to explain students' responsibilities on campus. Teachers and administrators remind students individually and in small groups as needed to conduct themselves in a safe and responsible manner.

Each morning after students settle into their first class of the day, administrators deliver a daily bulletin which helps set a positive tone for the rest of the day. The daily bulletin is ended daily with select students leading the school in a Character Pledge.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Each grade level has adopted their own classroom incentives rewarding academic, citizenship, and attendance efforts on a monthly basis in alignment with the Superstars program. At the end of each semester, students demonstrating outstanding academic accomplishments, showing improvement, and demonstrating positive behavior are recognized each month at the Character Counts schoolwide awards assemblies.

Honor Roll, Perfect Attendance, and Teacher Choice awards are presented to students during semester assemblies where families and community are invited. To honor success throughout the school year, teachers award students with individual progress certificates in Lexia, System 44, and Read 180. At the end of the year, special assemblies are held to honor promotion of our fifth and kindergarten students.