



# Fontana Unified South Tamarind Elementary

## 2023-2024 School Accountability Report Card



### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

36677106035901  
8561 Tamarind Ave.  
Fontana, CA 92335,  
(909) 357-5760  
www.fusd.net

### SUPERINTENDENT

Miki Inbody  
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### DISTRICT INFORMATION

Fontana Unified  
9680 Citrus Ave.  
Fontana, CA 92335,  
(909) 357-7600

### BOARD OF EDUCATION

Adam Perez, President  
Danielle Holley, Vice President  
Angel Ramirez, Member  
Mary Sandoval, Member  
Marcelino "Mars" Serna, Member  
Adriana-Rene Humber,  
Student Board Member

### DISTRICT ADMINISTRATION

Miki R. Inbody  
Superintendent  
Leslie Barnes, Ed.D  
Associate Superintendent,  
Business Services  
Jennifer Bourgeois, Ph.D.  
Associate Superintendent,  
Teaching & Learning  
Douglas F. Staine, Ed.D.  
Associate Superintendent,  
Human Resources  
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.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- 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>.

### MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at [www.fusd.net](http://www.fusd.net).

### 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 FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

## 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 staff Character Counts Committee and our ASB, made up of 4th & 5th grade student representatives, 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 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 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 has a state preschool program on campus and is open to eligible 4 year olds. 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         |            |
|-------------------------------------|------------|
| 2023-24                             | Percentage |
| Female                              | 46.60      |
| Male                                | 53.40      |
| Non-Binary                          |            |
| American Indian or Alaska Native    |            |
| Asian                               | 1.60       |
| Black or African American           | 3.20       |
| Filipino                            | 0.20       |
| Hispanic or Latino                  | 92.50      |
| Native Hawaiian or Pacific Islander |            |
| White                               | 1.80       |
| Two or More Races                   | 0.70       |
| EL Students                         | 31.60      |
| Foster Youth                        | 1.30       |
| Homeless                            | 1.60       |
| Military                            |            |
| Socioeconomically Disadvantaged     | 85.70      |
| Migrant Education                   |            |
| Students with Disabilities          | 13.00      |

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

| Enrollment by Grade Level |       |
|---------------------------|-------|
| 2023-24                   | Count |
| K                         | 126   |
| 1st                       | 93    |
| 2nd                       | 88    |
| 3rd                       | 85    |
| 4th                       | 72    |
| 5th                       | 96    |
| Total                     | 560   |

## 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        |

| Teacher Preparation and Placement                                                               |               |                |                 |                  |              |               |
|-------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| 2022-23                                                                                         | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 28.40         | 97.53          | 1,564.80        | 90.61            | 231,142.40   | 100.00        |
| Intern Credential Holders Properly Assigned                                                     | 0.00          | 0.00           | 11.20           | 0.65             | 5,566.40     | 2.00          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0.00          | 0.00           | 30.50           | 1.77             | 14,938.30    | 5.38          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 0.20          | 0.72           | 35.40           | 2.05             | 11,746.90    | 4.23          |
| Unknown                                                                                         | 0.50          | 1.71           | 84.90           | 4.92             | 14,303.80    | 5.15          |
| Total Teaching Positions                                                                        | 29.10         | 100.00         | 1,726.90        | 100.00           | 277,698.00   | 100.00        |

| Teachers Without Credentials and Misassignments       |         |         |         |
|-------------------------------------------------------|---------|---------|---------|
|                                                       | 2020-21 | 2021-22 | 2022-23 |
| Permits and Waivers                                   | 0.00    | 0.00    | 0.00    |
| Misassignments                                        | 0.00    | 0.00    | 0.00    |
| Vacant Positions                                      | 0.00    | 0.00    | 0.00    |
| Total Teachers Without Credentials and Misassignments | 0.00    | 0.00    | 0.00    |

| Credentialed Teachers Assigned Out-of-Field            |         |         |         |
|--------------------------------------------------------|---------|---------|---------|
|                                                        | 2020-21 | 2021-22 | 2022-23 |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.00    | 0.00    |
| Local Assignment Options                               | 0.00    | 0.00    | 0.20    |
| Total Out-of-Field Teachers                            | 0.00    | 0.00    | 0.20    |

| Class Assignments                                                                                                                                |         |         |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
|                                                                                                                                                  | 2020-21 | 2021-22 | 2022-23 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    | 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    | 0.00    |

#### INSTRUCTIONAL MATERIALS

##### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 4, 2024, and adopted Resolution # 24-32 to certify 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.

| 2024-25 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 Matematicas / 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: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020                                       | 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: Twig Education / 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                                           |

**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.

| 2024-25 School Facility Inspection Summary     |            |
|------------------------------------------------|------------|
| Date of Last Inspection:                       | 03/20/2024 |
| Data Collected:                                | March 2024 |
| 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- T 16: 4. CARPET HAS WAVES. BOOK STORAGE/ P 26: 4. CARPET HAS WAVES/ TRIP HAZARD. RM 6: 4. FLOOR TILES ARE SEPARATING. P- BOYS RR: 4. LINOLEUM FLOORS ARE CRACKED/ STAINED/ PEELING AND DAMAGED. P- T 19, RM 13, RM 23, RM 24, RM 8, RM 9, RM K2, RM 20/ OFC, LIBRARY/ MEDIA CTR, VICE PRINCIPALS OFFICE: 4. WATER STAIN CEILING TILES. |
| CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation          | GOOD   | P- BOYS RR: 5. MUSTY SMELL.                                                                                                                                                                                                                                                                                                               |
| ELECTRICAL: Electrical                                              | GOOD   | P- T 4: 7. CONDUIT END CAP IS MISSING. RM 14: 7. ELECTRICAL CORDS ARE DAISY CHAINED. P- T 20: 7. ETHERNET CONDUIT IS LOOSE ON WALL. BLDG G/ RM 22, RM 25: 7. LIGHT DIFFUSER IS BROKEN. P- GIRLS RR: 7. LIGHT DIFFUSER IS MISSING. RM 24: 7. WATER STAIN IN LIGHT DIFFUSER.                                                                |
| RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains                    | GOOD   | RM 6: 9. FAUCET IS LOOSE AT BASE/ LOW FLOW. RM 9: 9. SINK HAS LOW FLOW.                                                                                                                                                                                                                                                                   |
| SAFETY: Fire Safety, Hazardous Materials                            | GOOD   | BLDG E/ RM 18, BOYS RR, PE/16B: 11. PAINT IS CHIPPING ON EAVE.                                                                                                                                                                                                                                                                            |
| STRUCTURAL: Structural Damage, Roofs                                | GOOD   | PE/16B: 12. DRY ROT ON EAVE AND TRIM. P- T 4, P- T 9, P- T 10: 12. DRY ROT ON RAMP. P- T 3/ NURSE: 12. DRY ROT ON SIDING. P- T 19: 12. RAMP SKIRTING IS DAMAGED.                                                                                                                                                                          |
| EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences | GOOD   | C BLDG/ RM K1: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM. P- T 8, P- T 15, P- T 17, P- BOYS RR: 14. TRIP HAZARD AT RAMP ENTRY. P- T 4: 15. DOOR DOES NOT CLOSE PROPERLY.                                                                                                                                                                     |

## 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.

#### 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 | 2022-23 | 2023-24 | 2021-22  | 2022-23 | 2023-24 | 2021-22 | 2022-23 | 2023-24 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 22      | 23      | 27      | 34       | 35      | 37      | 47      | 46      | 47      |
| Mathematics (Grades 3-8 and 11)                    | 18      | 19      | 20      | 18       | 21      | 23      | 33      | 34      | 35      |
| Science (Grades 5, 8, and 10)                      | 7       | 7       | 22      | 16       | 17      | 19      | 29      | 30      | 31      |

### Assessment Results by Student Group - English Language Arts

| 2023-24                             | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
|-------------------------------------|------------------|---------------|----------------|--------------------|----------------------------|
| All Students                        | 256              | 254           | 99.22          | 0.78               | 27.17                      |
| Male                                | 140              | 138           | 98.57          | 1.43               | 22.46                      |
| Female                              | 116              | 116           | 100.00         | 0.00               | 32.76                      |
| Non-Binary                          | --               | --            | --             | --                 | --                         |
| American Indian or Alaska Native    | 0                | 0             | 0              | 0                  | 0                          |
| Asian                               | --               | --            | --             | --                 | --                         |
| Black or African American           | --               | --            | --             | --                 | --                         |
| Filipino                            | --               | --            | --             | --                 | --                         |
| Hispanic or Latino                  | 234              | 232           | 99.15          | 0.85               | 27.16                      |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                 | --                         |
| White                               | --               | --            | --             | --                 | --                         |
| Two or More Races                   | --               | --            | --             | --                 | --                         |
| EL Students                         | 64               | 62            | 96.88          | 3.12               | 12.90                      |
| Foster Youth                        | --               | --            | --             | --                 | --                         |
| Homeless                            | --               | --            | --             | --                 | --                         |
| Military                            | --               | --            | --             | --                 | --                         |
| Socioeconomically Disadvantaged     | 219              | 217           | 99.09          | 0.91               | 25.81                      |
| Migrant Education                   | 0                | 0             | 0              | 0                  | 0                          |
| Students with Disabilities          | 33               | 33            | 100.00         | 0.00               | 6.06                       |

### Assessment Results by Student Group - Mathematics

| 2023-24                             | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
|-------------------------------------|------------------|---------------|----------------|--------------------|----------------------------|
| All Students                        | 256              | 256           | 100.00         | 0.00               | 19.53                      |
| Male                                | 140              | 140           | 100.00         | 0.00               | 21.43                      |
| Female                              | 116              | 116           | 100.00         | 0.00               | 17.24                      |
| Non-Binary                          | --               | --            | --             | --                 | --                         |
| American Indian or Alaska Native    | 0                | 0             | 0              | 0                  | 0                          |
| Asian                               | --               | --            | --             | --                 | --                         |
| Black or African American           | --               | --            | --             | --                 | --                         |
| Filipino                            | --               | --            | --             | --                 | --                         |
| Hispanic or Latino                  | 234              | 234           | 100.00         | 0.00               | 19.66                      |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                 | --                         |
| White                               | --               | --            | --             | --                 | --                         |
| Two or More Races                   | --               | --            | --             | --                 | --                         |
| EL Students                         | 64               | 64            | 100.00         | 0.00               | 12.50                      |
| Foster Youth                        | --               | --            | --             | --                 | --                         |
| Homeless                            | --               | --            | --             | --                 | --                         |
| Military                            | --               | --            | --             | --                 | --                         |
| Socioeconomically Disadvantaged     | 219              | 219           | 100.00         | 0.00               | 18.26                      |
| Migrant Education                   | 0                | 0             | 0              | 0                  | 0                          |
| Students with Disabilities          | 33               | 33            | 100.00         | 0.00               | 6.06                       |

| Assessment Results by Student Group - Science |                  |               |                |                    |                            |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|----------------------------|
| 2023-24                                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
| All Students                                  | 93               | 93            | 100.00         | 0.00               | 21.51                      |
| Male                                          | 46               | 46            | 100.00         | 0.00               | 21.74                      |
| Female                                        | 47               | 47            | 100.00         | 0.00               | 21.28                      |
| Non-Binary                                    | --               | --            | --             | --                 | --                         |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                          |
| Asian                                         | 0                | 0             | 0              | 0                  | 0                          |
| Black or African American                     | 0                | 0             | 0              | 0                  | 0                          |
| Filipino                                      | --               | --            | --             | --                 | --                         |
| Hispanic or Latino                            | 90               | 90            | 100.00         | 0.00               | 21.11                      |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                          |
| White                                         | --               | --            | --             | --                 | --                         |
| Two or More Races                             | 0                | 0             | 0              | 0                  | 0                          |
| EL Students                                   | 22               | 22            | 100.00         | 0.00               | 4.55                       |
| Foster Youth                                  | --               | --            | --             | --                 | --                         |
| Homeless                                      | --               | --            | --             | --                 | --                         |
| Military                                      | 0                | 0             | 0              | 0                  | 0                          |
| Socioeconomically Disadvantaged               | 80               | 80            | 100.00         | 0.00               | 20.00                      |
| Migrant Education                             | 0                | 0             | 0              | 0                  | 0                          |
| Students with Disabilities                    | 11               | 11            | 100.00         | 0.00               | 0.00                       |

#### OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

#### 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/>.

| 2023-24 Physical Fitness Test Participation |                                  |                                                        |                                                                   |                                                         |                             |
|---------------------------------------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade                                       | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
| 5th                                         | 96                               | 96                                                     | 95                                                                | 95                                                      | 95                          |

#### 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) |                       |                                         |                           |                                       |
|---------------------------------------|-----------------------|-----------------------------------------|---------------------------|---------------------------------------|
| 2023-24                               | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate (Percentage) |
| All Students                          | 658                   | 622                                     | 194                       | 31.2                                  |
| Female                                | 307                   | 289                                     | 92                        | 31.8                                  |
| Male                                  | 351                   | 333                                     | 102                       | 30.6                                  |
| Non-Binary                            | --                    | --                                      | --                        | --                                    |
| American Indian or Alaska Native      | --                    | --                                      | --                        | --                                    |
| Asian                                 | --                    | --                                      | --                        | --                                    |
| Black or African American             | 24                    | 24                                      | 9                         | 37.5                                  |
| Filipino                              | --                    | --                                      | --                        | --                                    |
| Hispanic or Latino                    | 600                   | 570                                     | 177                       | 31.1                                  |
| Native Hawaiian or Pacific Islander   | --                    | --                                      | --                        | --                                    |
| White                                 | 15                    | 11                                      | 1                         | 9.1                                   |
| Two or More Races                     | --                    | --                                      | --                        | --                                    |
| EL Students                           | 214                   | 207                                     | 50                        | 24.2                                  |
| Foster Youth                          | 16                    | 14                                      | 2                         | 14.3                                  |
| Homeless                              | 19                    | 19                                      | 6                         | 31.6                                  |
| Military                              | --                    | --                                      | --                        | --                                    |
| Socioeconomically Disadvantaged       | 562                   | 534                                     | 177                       | 33.1                                  |
| Migrant Education                     | --                    | --                                      | --                        | --                                    |
| Students with Disabilities            | 99                    | 93                                      | 35                        | 37.6                                  |

#### 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, Family Activity Nights, STEM Nights, Open House and student performances provide opportunities for parents to interact with school staff while supporting their child’s academic programs.

Parent education activities include Parent workshops throughout the year. 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 regular basis so parents can be provided with timely information. School events are publicized on social media, Parent Square, school website, school marquee and flyers are posted at school site to notify parents of upcoming events and special announcements. Parent Square is a districtwide app communication system that allows for personalized messages from school staff to each student’s home, as well as general information postings.

**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 December 2024. 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.

| Suspension and Expulsion Rates |             |         |         |            |         |         |
|--------------------------------|-------------|---------|---------|------------|---------|---------|
|                                | Suspensions |         |         | Expulsions |         |         |
|                                | 2021-22     | 2022-23 | 2023-24 | 2021-22    | 2022-23 | 2023-24 |
| School                         | 1.93        | 1.44    | 0.46    | 0.00       | 0.00    | 0.00    |
| District                       | 3.27        | 3.80    | 2.38    | 0.04       | 0.03    | 0.01    |
| State                          | 3.17        | 3.60    | 3.28    | 0.07       | 0.08    | 0.07    |

| Suspension & Expulsion Rates by Student Group |             |            |
|-----------------------------------------------|-------------|------------|
| 2023-24                                       | Suspensions | Expulsions |
| All Students                                  | 0.46        | 0.00       |
| Female                                        | 0.33        | 0.00       |
| Male                                          | 0.57        | 0.00       |
| Non-Binary                                    | 0.00        | 0.00       |
| American Indian or Alaska Native              | 0.00        | 0.00       |
| Asian                                         | 0.00        | 0.00       |
| Black or African American                     | 0.00        | 0.00       |
| Filipino                                      | 0.00        | 0.00       |
| Hispanic or Latino                            | 0.50        | 0.00       |
| Native Hawaiian or Pacific Islander           | 0.00        | 0.00       |
| White                                         | 0.00        | 0.00       |
| Two or More Races                             | 0.00        | 0.00       |
| EL Students                                   | 0.47        | 0.00       |
| Foster Youth                                  | 0.00        | 0.00       |
| Homeless                                      | 0.00        | 0.00       |
| Military                                      | --          | --         |
| Socioeconomically Disadvantaged               | 0.53        | 0.00       |
| Migrant Education                             | 0.00        | 0.00       |
| Students with Disabilities                    | 0.00        | 0.00       |

#### 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.

#### ACADEMIC COUNSELOR TO PUPIL RATIO

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

| 2023-24 Ratio of Number of Pupils per Academic Counselor |     |
|----------------------------------------------------------|-----|
| Academic Counselor(s)                                    | 560 |

#### 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                                  |                      |
|---------------------------------------------------------------|----------------------|
| 2023-24                                                       | Full Time Equivalent |
| Counselor (Academic, Social/Behavioral or Career Development) | 1                    |
| Library Media Teacher (Librarian)                             |                      |
| Library Media Services Staff (Paraprofessional)               |                      |
| Psychologist                                                  | 0.5                  |
| Social Worker                                                 |                      |
| Nurse                                                         | 0.3                  |
| Speech/Language/Hearing Specialist                            |                      |
| Resource Specialist (non-teaching)                            |                      |
| Other                                                         |                      |

#### 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 |    |    |
|                                  | 22                 | 23 | 24 | 22            | 23 | 24 | 22             | 23 | 24 | 22           | 23 | 24 |
| K                                | 15                 | 22 | 23 | 8             | 4  | 3  | 3              | 3  | 2  | 1            | 1  | 1  |
| 1st                              | 25                 | 23 | 21 | 3             | 4  | 5  | 3              | 3  | 3  | 1            | 1  | 1  |
| 2nd                              | 20                 | 26 | 23 | 6             | 3  | 4  | 1              | 3  | 3  | 1            | 1  | 1  |
| 3rd                              | 29                 | 27 | 25 | 2             | 5  | 3  | 4              | 0  | 3  | 1            | 1  | 1  |
| 4th                              | 32                 | 30 | 25 | 3             | 4  | 4  | 4              | 4  | 3  | 2            | 2  | 2  |
| 5th                              | 41                 | 31 | 28 | 2             | 4  | 5  | 5              | 4  | 5  | 2            | 2  | 2  |
| Other                            | 21                 | 20 | 24 |               | 2  | 3  | 1              | 1  | 2  |              | 1  | 2  |

#### 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.

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>.

| 2022-23 Expenditures per Pupil                    |              |
|---------------------------------------------------|--------------|
| School: Total Expenditures Per Pupil              | \$ 8,722.35  |
| School: From Supplemental/Restricted Sources      | \$ 2,022.92  |
| School: From Basic/Unrestricted Sources           | \$ 6,699.43  |
| District: From Basic/Unrestricted Sources         | \$ 7,438.96  |
| Percentage of Variation between School & District | -9.94 %      |
| State: From Basic/Unrestricted Sources            | \$ 10,770.62 |
| Percentage of Variation between School & State    | -37.8 %      |

#### 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.

| 2022-23 Average Salary Information |               |               |
|------------------------------------|---------------|---------------|
|                                    | District      | State         |
| Beginning Teachers                 | \$ 56,885.00  | \$ 56,572.74  |
| Mid-Range Teachers                 | \$ 91,736.00  | \$ 87,185.69  |
| Highest Teachers                   | \$ 123,294.00 | \$ 119,664.66 |
| Elementary School Principals       | \$ 142,090.00 | \$ 148,486.09 |
| Middle School Principals           | \$ 144,894.00 | \$ 154,835.19 |
| High School Principals             | \$ 153,959.00 | \$ 170,007.96 |
| Superintendent                     | \$ 310,000.00 | \$ 338,699.13 |
| Teacher Salaries                   | 30.69 %       | 31.41 %       |
| Administrative Salaries            | 4.16 %        | 4.86 %        |

#### 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.

| 2022-23 Average Teacher Salary                    |              |
|---------------------------------------------------|--------------|
| School                                            | \$ 86,475.11 |
| District                                          | \$ 98,445.00 |
| Percentage of Variation between School & District | -12.16 %     |
| All Similar School Districts                      | \$ 94,625.00 |
| Percentage of Variation between School & State    | -8.61 %      |

#### 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           |         |         |         |
|-----------------------------------------|---------|---------|---------|
|                                         | 2022-23 | 2023-24 | 2024-25 |
| Number of Professional Development Days | 3       | 3       | 3       |

## 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 complete 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.

## 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.

## DISCIPLINE AND CLIMATE FOR LEARNING

Students at South Tamarind Elementary School are guided by school rules and positive behavior expectations that promote the 6 pillars of Character-Trustworthiness, Responsibility, Respect, Fairness, Citizenship, and Caring. Keeping the 6 Pillars as our focus allows students to continue to focus on respect, cooperation 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 restorative practices, administrators take into consideration past behavior trends when addressing concerns 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 the 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 classrooms, students are led through the pledge of allegiance and the character pledge by peers.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Monthly a Character Counts Assembly is held to recognize 3 students from each class who showed the character trait for the month and a STAR CARD raffle is held. Students with Perfect Attendance each month are recognized with a local eatery certificate. Every Friday we recognize one student from each class for perfect attendance and 2 students per grade level are recognized through a STAR card raffle. Also the class with the highest overall attendance for the week gets to host Mr. Starry P (our 6 foot panda bear) in the class. Honor Roll, Perfect Attendance, and Teacher Choice Character Counts 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 recognitions. At the end of the year, special assemblies are held to honor promotion of our fifth and kindergarten students.