

## FONTANA UNIFIED SCHOOL DISTRICT

# LIVE OAK ELEMENTARY SCHOOL

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## 2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

### Principal's Message

I'd like to welcome you to Live Oak Elementary's Annual School Accountability Report Card and thank you for taking the time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue. It is the belief of Live Oak Elementary that students can and will excel in an environment that is tailored to their evolving needs. Our API and AYP growth during the past six years reflects the great strides we have made during that time. Although we recognize our areas of needs and concern, we are extremely proud that we continue to meet all academic goals from the state, district and federal government. The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Live Oak Elementary change with the times and maintain flexibility in this and future generations.

### School Mission

Live Oak School will provide opportunities for all students to succeed in a challenging program. The program addresses the students' unique needs, and allows all children to develop to their fullest potential.

### District Goals

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

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

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

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

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

## Parent Involvement

Parents are encouraged to become involved in Live Oak Elementary's learning community by volunteering time, attending school events, or sharing in the decision-making process. Staff welcome parents' assistance in the classroom and community room. Events such as Open House and seasonal festivals provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parent education workshops are offered on scheduled Saturdays and designed to share strategies that can help parents effectively establish guidelines in the home and help with homework assignments. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in both English and Spanish. The school publishes a monthly newsletter which features a calendar of meeting dates and events, a message from the principal, expectations, and testing information. Some teachers prepare weekly class newsletters to update parents on classroom activities and studies. The school web site is a resource for basic information and a portal to teacher web sites. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages weekly from school staff to each student's home. The school marquee is used for special announcements and reminders. Parents seeking more information about the school's programs or about getting involved in the school community may contact Live Oak Elementary's Outreach Consultant at (909) 357-5640.

## School Profile

Live Oak Elementary School is a single-track, year-round school serving 531 students in kindergarten through fifth grade, including 9.23% in special education, 63.1% qualifying for English learner support, and 84.5% qualifying for free or reduced price lunch. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Student disposition is changing at Live Oak Elementary as school staff instill a sense of resiliency in the learning environment and instructional programs in the hopes of fostering academic achievement.

### Percentage of Students by Ethnicity

2007-08 Enrollment: 531

African-Amer.	1.1%
Caucasian	2.1%
Asian	0.6%
Filipino	0.4%
Hispanic or Latino	95.6%
Multiple or No Response	0.19%

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Live Oak Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

### District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Live Oak Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

### California English Language Development Test

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

### Standardized State Assessments

Students at Live Oak Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth

grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

### Physical Fitness

In the spring of each year, Live Oak Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 26.1% of fifth grade students tested were in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target

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

	Live Oak			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	21	27	33	28	30	34	42	43	46
Math	29	33	45	27	27	30	40	40	43
Science	6	19	29	18	23	31	35	38	46
History				17	17	19	33	33	36.00

*Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.*

**California Standards Test Results  
Numerically Significant Ethnic Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2007-08**

	Live Oak						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*		*		33		*
Math	*		*		45		*
Science	*				30		*
History							

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results  
Other Numerically Significant Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2007-08**

	Live Oak					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	26	36	24	32		
Math	45	45	40	45		
Science	32	27	24	29		
History						

**Academic Performance Index (API)  
Three-Year Performance Comparison**

		API Rank		
		2005	2006	2007
Statewide Rank		2	2	2
Similar Schools Rank		6	5	6

  

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	748	10	31	53
Ethnic Subgroups				
Hispanic or Latino	748	11	31	51
Other Subgroups				
Economically Disadvantaged	748	11	31	53
English Learners	738	18	41	46

for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

**Adequate Yearly Progress (AYP)**

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.

**Adequate Yearly Progress (AYP)  
Results Reported by Indicator and  
Compared to District Performance  
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Live Oak	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

• Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Live Oak Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

### Title I Program Improvement (PI) Status

	Live Oak	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 1
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		
		9.1%

*The statistical information in this table reflects the PI status during the 2008-09 school year.*

## School Facilities & Safety

Live Oak Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1962; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. A brand new building with five classrooms, a library, and one set of restrooms was recently completed and ready for student and staff use in the fall of 2006. Live Oak Elementary most recently installed a chain link perimeter fence to secure campus grounds and increase student safety (2006-07).

### 2007-08 Campus Improvement Projects

- Replace roofing systems
- Modernization – replace carpeting, painting, hardware replacement, light fixture upgrades, cabinetry upgrades, door replacement
- Upgrade facilities to comply with current ADA and fire/safety regulations
- Remodel a large room to create ten classrooms

### Campus Description

Year Built	1962
Acreage	9.69 ac
Square Footage	53,958 sf
	<b>Qty.</b>
# of Permanent Classrooms	5
# of Portable Classrooms	25
# of Restrooms (student use)	4 sets
Library	1
Staff Lunch Room	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

### Campus Supervision

Sufficient and strategic placement of adult supervision emphasizes Live Oak Elementary's efforts to promote safety. Each morning as students arrive on campus, four noon aides supervise entrance areas, bus zones, and the playground. The principal circulates around campus each morning to greet students and monitor their progress from the entrance areas to the playground. During recess, noon aides supervise the playground to ensure students play safely. At lunch time, four noon aides and the administrator share supervision in the cafeteria and on the playground. When students are dismissed for the day, teachers supervise parking lot and bus loading areas; the program manager and reading coach are stationed in front of the school; and the principal patrols the campus to ensure students depart safely. Teachers escort primary grades to the exit areas and release students only to authorized parents/guardians. Live Oak Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with the school site council in February 2008. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or 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 the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian and two full-time evening custodians are assigned to Live Oak Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each

morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked for cleanliness periodically throughout the day by the custodian. The principal and custodians communicate daily regarding campus maintenance and safety issues.

## District Inspection Report

The district's maintenance department inspects facilities and operating systems at Live Oak Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 20, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

Item Inspected	School Facility Good Repair Status			Repair Status Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Most Recent Inspection: February 20, 2008</b>				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Room P18: Repair loose/bent weather stripping on door. Room 23: Repair loose/bent threshold metal stripping.
Interior Surfaces (walls, floors, and ceilings)	✓			Room H, E16, I, J, 33, 40, 21: Replace stained ceiling tiles. Room H: Replace missing cover plate on electric outlet in ceiling area. Room I: Recoat ramp outside of I & J with non-skid paint. Room 36, 39: Repair carpet seam tear. Room 41: Recoat ramp outside of rooms 40 & 41 with non-skid paint.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			Room F: Recoat ramp outside of rooms E & F with non-skid paint. Portable girls' and boys' restroom: Replace deteriorated walls as needed.
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms E, J, H, 21, 33: Check for roof leaks.
Overall Cleanliness	✓			

Overall Summary	Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

### Rating Description:

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and /or in the process of being mitigated. Work orders were generated for all deficiencies.*

## San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 25, 2008. Results of the inspection and corrective action taken by the district are provided in table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Outside	Windows/Doors/Gates/Fences	1) Fence bent between Room 23 and Room 25 2) Kindergarten gate not attached, skirting off (N) of Room 33	1) WO#66310 completed 9/10/08 2) Corrected
Staff Lounge	Interior Surfaces	Hole in wall next to (N) paper towel dispenser	WO#66307 completed 9/9/08
Room 5	Fire Safety	Fire extinguisher not tagged	Corrected
Admin Office	Fire Safety	Fire extinguisher s no monthly inspection annotated	No work order, site issue
Auditorium/MPR	Fire Safety	No monthly inspection on fire extinguisher annotated	No work order, site issue
Room 14	Electrical	Extension cord trip hazard	Corrected
Room 26	Electrical	Extension cord exposed	Corrected
Auditorium/MPR	Drinking Fountains	Exposed water dispenser due to lack of cover or water bottle	Corrected
Admin Office	Restrooms	No diffusers on two light fixtures in Women's Staff RR	WO#66308 completed 9/16/08
Outside	Overall Cleanliness	Excessively overgrown vegetation between portables	WO#66309 completed 9/2/08

## Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Live Oak Elementary received \$320,280 of deferred maintenance funds, which were used for plumbing, HVAC, and roofing projects throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Students at Live Oak Elementary are guided by school rules and behavior expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others. Live Oak Elementary's discipline philosophy is positive in nature and designed to encourage students to learn from their mistakes. A progressive discipline model is followed and starts in the classroom. Students continuing to make poor choices in conduct are referred to the school administrator. The administrator takes into consideration past behavior trends and nature of the infraction when determining disciplinary measures for inappropriate conduct.

	Suspensions & Expulsions		
	Live Oak		
	05-06	06-07	07-08
Suspensions (#)	13	30	8
Suspensions (%)	1.51%	3.73%	1.51%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD		
	Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	1040	977	707
Suspensions (%)	5.18%	4.75%	3.59%
Expulsions (#)	13	10	3
Expulsions (%)	0.06%	0.05%	0.02%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

At the beginning of the school year, students receive a back-to-school packet that contains school rules and district policies. During the first few weeks of school, the principal conducts grade level assemblies to discuss behavior expectations, consequences for poor conduct, grade-appropriate sexual

harassment policies, and the no-bullying philosophy. Information shared in student assemblies is prepared in a newsletter format and sent home with students; parents are required to review the newsletter with their child and then return a signed acknowledgement form to their child's teacher.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. To support the Accelerated Reader (AR) program and encourage reading, teachers select the top three students at each grade level every month to be recognized at an assembly. At the end of each trimester, an awards assembly is held to honor students making improvement in designated areas; parents are encouraged to attend assemblies and support their child's achievements. Honors include: 1) Teacher's Choice Awards for excellence, achievement or improvement in any area, 2) Bobcat Awards for students in grades K-3 for academic excellence, 3) Principal's Honor Roll for students in grades 4-6 with a GPA of at least 3.25, 4) Superintendent's Honor Roll for students in grades 4-6 earning straight A's, and 5) Perfect Attendance for students with no absences and no more than once excused tardy. Students earning straight A's qualify for the Superintendent's Honor Roll.

## Class Size

The table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	32.8		1	3
1	19.3	7		
2	19.6	7		
3	19.4	6	1	
4	29.4	1	3	1
5	29.4		4	1
2006-07				
K	27.8		4	
1	21.0	1	6	
2	19.3	7		
3	17.7	7		
4	30.0		4	
5	29.3		4	
Combo 4-5	26.0		1	
2007-08				
K	32.0		2	
1	19.2	5		
2	17.8	5		
3	15.8	5		
4	30.0		3	
5	30.7		3	

Combo classes are any combination of grades 4-5.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Live Oak Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

During the 2007-08 school year, Live Oak Elementary held three staff development days that focused on:

- English Language Development implementation using Avenues
- Open Court Modules to improve Comprehension
- Open Court Writing

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### Library Resources

The school library is staffed by a full-time library aide and is open 15 minutes before school, during school hours, and 15 minutes after school. The library features over 11,000 titles in English and more than 250 titles in Spanish for students to check out. Most of the library books are aligned to

the Accelerated Reader program. Students have access to additional resources such as newspapers and magazines. Two Internet-accessible computers are available for Accelerated Reader testing, research, and word processing. Students visit the library once a week with their class and may visit the library on their own time before school, during lunch, and after school.

### Technology Resources

During the 2007-08 school year, Live Oak Elementary had a total of 212 computers. Teachers have access to a mobile lab featuring 15 wireless laptops for whole class instruction and special projects. Students participating in English learner intervention programs have access to a dedicated computer center equipped with six computers designed to help students acquire language skills quickly.

Each teacher determines the subject area and method to integrate technology into the curriculum. Students use computers for research, *unitedstreaming*, Accelerated Reader, Accelerated Math, word processing, and educational-based skill-building software aligned to state standards. Every classroom is equipped with a SMARTBoard™ and LCD projector to enhance delivery of instruction.

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

District Adopted Textbooks		
Publisher	Grades	Year Adopted
<b>Language Arts</b>		
Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
Hampton Brown; <i>Into English</i>	K-5	1998
<b>Math</b>		
Houghton Mifflin; <i>California Mathematics</i>	K-5	2008
<b>Science</b>		
Houghton Mifflin; <i>California Science</i>	K-5	2007
<b>Social Science</b>		
Houghton Mifflin; <i>Social Studies</i>	K-5	2006

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

## Professional Staff

### Teacher Assignment

For the 2007-08 school year, Live Oak Elementary had 27 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

## Counseling & Support Services Staff

Live Oak Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	1.0

*FTE = Full-Time Equivalent*

*LSH = Language/Speech/Hearing*

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. Live Oak Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

### Teacher Credentials & Assignments

	Live Oak				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	40	40	28		1823	1885	1869	
Teachers with Full Credential	38	39	27		1723	1802	1764	
Teachers without Full Credential	2	1	1		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	46	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	1		33	19	95	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	7	3	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	7	3	0	0	379	270	32	21
Teacher Vacancies	0	0	0	1	4	0	2	5

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Live Oak	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

### Teacher Education Levels

	2007-08	
	Live Oak %	FUSD %
Doctorate	3.6	1.5
Master's Degree plus 30 or more semester hours	42.9	34.6
Master's Degree	3.6	1.1
Bachelor's Degree plus 30 or more semester hours	39.3	49.2
Bachelor's Degree	10.7	11.3
Less than a Bachelor's Degree	0.0	2.2

# District Expenditures

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

## Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2006-07					
Expenditures Per Pupil	Dollars Spent per Student				
	Live Oak	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,801	\$7,893	73.5%	N/A	N/A
Restricted (Supplemental)	\$1,292	\$2,383	54.2%	N/A	N/A
Unrestricted (Basic)	\$4,508	\$5,510	81.8%	\$5,300	85.1%
Average Teacher Salary	\$54,887	\$64,747	84.8%	\$65,008	84.4%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program
- Instructional Materials, Library Materials and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program

- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Live Oak Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Live Oak Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Live Oak Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library  
(909) 574-4500

Hours: Sunday 12-5  
Monday-Thursday 10-9  
Friday-Saturday 10-6

Number of computers available: 232  
Number of printers available: 4