

OAK PARK ELEMENTARY SCHOOL

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2004-05 Title I Achieving School

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

The purpose of the School Accountability Report Card is to provide parents with information about Oak Park's Elementary School's instructional programs, academic achievement, materials and facilities, and the staff. Information about the Fontana Unified School District is also provided. Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in the ongoing instructional process. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring Oak Park Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential. Our school's 2007-2008 Academic Performance Index (API) score of 751 placed Oak Park in the eighth decile in comparison to similar schools. We are very proud of our accomplishments.

Oak Park is committed to....

provide a safe, comfortable, and nurturing environment for our students, staff, and parents to help students be safe and excel academically and socially. Students will be given opportunities to grow as whole children; socially, emotionally, and academically, in order to help them be self motivated, life-long learners, critical thinkers, and positive contributors to our society.

Parent Involvement

Parents are encouraged to become involved in Oak Park Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents are welcome to help out in their child's classroom or with awards assemblies. Events such as Back to School Night, Open House, and the annual Title I meeting provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, and English Language Advisory

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.

Council provide opportunities for parents to have input on curricular programs and financial planning.

Oak Park Elementary offers Community Based English Tutoring for parents who want to effectively support their child at home and the Parent Institute for parents who are seeking successful strategies to help their child with homework or behavior issues. Participation rates in Oak Park Elementary's Parent education programs are typically very high, seating as many as 70 parents and guardians at each session.

All school-to-home communication is provided in both English and Spanish and takes place in a variety of formats. The trimonthly school newsletter features messages from the principal, highlights activities that are taking place in the classrooms, and announces student recognition winners and parent achievements. Parents can reference the bulletin board posted outside the school office for updated information on committee meeting dates, school events, and important announcements. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The school marquee is used to highlight important dates and current events. Parents seeking more information about volunteering their time to the school community may contact the school office, their child's teacher, or the principal at (909) 357-5690.

School Profile

Oak Park Elementary School is a multi-track, year-round school serving 631 students in kindergarten through fifth grade, including 7.77% in special education, 45% qualifying for English learner support, and 68% qualifying for free or reduced price lunch. Teachers and students agree that Oak Park Elementary is a happy place to be. Expert staff foster a high-energy environment, setting high expectations for students.

Percentage of Students by Ethnicity 2007-08 Enrollment: 631

African-Amer.	6.2%
Amer. Indian or Alaskan Native	0.3%
Caucasian	7.8%
Asian	2.1%
Filipino	1.1%
Hispanic or Latino	81.5%
Pacific Islander	0.5%
Multiple or No Response	0.5%

Attendance is a high priority and reflected in the outstanding efforts students make to be in their seat every day. Oak Park Elementary places a strong emphasis in providing an effective English Language Development program for its English learners so they can

experience academic growth as quickly as possible. Teachers, parents, and students take great pride in the accomplishments they have experienced together.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Oak Park 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 Oak Park 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 Oak Park Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of 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, Oak Park 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, 12.5% of fifth grade students scored 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 for all schools. Test results are weighted and a formula is applied to determine API.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Oak Park			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	35	39	37	28	30	34	42	43	46
Math	57	52	49	27	27	30	40	40	43
Science	24	30	42	18	23	31	35	38	46
History				17	17	19	33	33	36

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							
	Oak Park						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	42	*	*	*	34		61
Math	46	*	*	*	47		68
Science	*		*	*	39		*
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						
	Oak Park					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	34	40	24	31	16	
Math	52	45	41	43	24	
Science	45	39	10	33	0	
History						

Academic Performance Index (API) Three-Year Performance Comparison				
	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		5	6	5
Similar Schools Rank		8	9	8
Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	751	23	0	-12
Ethnic Subgroups				
Hispanic or Latino	750	17	-2	-6
Other Subgroups				
Economically Disadvantaged	726	33	-9	-20
English Learners	747	33	10	-19

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	Oak Park	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	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/ and the U.S. Department of Education's website 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, Oak Park Elementary did not participate in the Title I program and is therefore not required to comply with Title I program mandates.

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/.

Title I Program Improvement (PI) Status

	Oak Park	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
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

Oak Park Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1989; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1989
Acreage	6 ac
Square Footage	43,126 sf
Qty.	
# of Permanent Classrooms	21
# of Portable Classrooms	8
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lunch Room	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

Campus Supervision

As students arrive on campus in the morning, four noon aides and three teachers share supervision of the student drop-off, bus, and playground areas. The principal circulate around the campus to greet students and monitor behavior. During recess, noon aides and designated teachers are on the playground to ensure students play safely. At lunch time, four noon aides monitor cafeteria and playground activities. When students are dismissed for the day, the principal, four noon aides, and designated teachers oversee student pickup, bus loading, and exit areas to ensure students depart safely and in an orderly manner. Oak Park Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated and discussed with school staff in July 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 one full-time evening custodian are assigned to Oak Park 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 often throughout the day for cleanliness and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at Oak Park 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 Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: January 15, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		Room 15: Repaint the exterior of the back entry door.
Interior Surfaces (walls, floors, and ceilings)	✓		Room 23: Replace broken vertical blinds inserts. Room 26, Admin. Workroom: Replace stained ceiling tiles (3). Room 12: Replace missing ceiling tile. Boys' Restroom by 18: Patch/caulk hole around the pipe to urinal. Room 20: Fix cabinet door hinge (hanging).
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		Rooms 26, 27: Repair hole in side of ramp. W.O. #38042. Room 6: Replace broken signage on back door. Room 22: Replace wood on ramp. W.O. #50829.
Fire Safety	✓		
Electrical (interior and exterior)	✓		Room 27: Repair exposed wiring in ceiling and replace ceiling tile.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Playground: Repair drinking fountain shut cover (hanging loose) on north end of K-wing.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

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

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

Students are expected to show respect and consideration for school property, fellow students, and school staff at all times. School staff include parents in behavior management decisions and are expected to cooperate with and support school staff. The Panther Promise encourages students to avoid conflict and seek a peaceful resolution to difficult situations.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures and consequences are initially applied in the classroom; students who continue to have difficulty following school rules are referred to the principal and more serious disciplinary measures imposed, which include parent conferences, phone calls to parents, counseling, suspension, and in some cases expulsion. Administrators take into consideration the nature of the infraction and past behavioral trends when addressing consequences for unacceptable conduct.

At the beginning of the year, school rules and behavioral expectations are shared with students at a behavior management assembly. A student/parent handbook is sent home with each student and contains district policies, school rules, and behavior expectations. Every Friday, the principal escorts students on a "tour" to a specific location on campus to discuss the rules relative to that particular area of the school.

	Suspensions & Expulsions		
	Maple		
	05-06	06-07	07-08
Suspensions (#)	44	31	15
Suspensions (%)	5.22%	3.85%	1.92%
Expulsions (#)	0	2	0
Expulsions (%)	0.00%	0.25%	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.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Once a week, Panther Coupons are presented in the classrooms to designated students who have maintain positive behavior or achieved academic goals. At the end of each trimester, students meeting academic, citizenship, and attendance criteria are recognized at an awards assembly; parents are invited to attend.

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 January 15, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

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, Oak Park Elementary received \$221,609 in deferred maintenance funds which were used for HVAC and lighting improvements throughout the campus.

Classroom Environment

Class Size

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

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.3		4	
1	18.4	5		
2	16.6	7		
3	18.5	6		
4	25.0		4	
5	31.8		3	1

2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	25.0		4	
1	20.0	5	1	
2	20.0	2	3	
3	20.6	2	3	
4	28.8		4	
5	33.0			3
K-3	21.0		1	

2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.3	2	2	
1	17.4	5		
2	20.1	5	2	
3	17.8	5		
4	30.0		4	
5	26.8		4	

Combo classes are any combination of grades K-3.

Discipline & Climate for Learning

Oak Park Elementary's behavior management plan focuses on prevention of misbehavior. When students do not meet the school's behavior expectations, they are held accountable for correcting their behavior through appropriate consequences.

Oak Park Elementary understands that attendance is critical to academic success and implements individual and classroom incentive programs to help students make good choices. The assistant principal monitors students with chronic absences; these students are rewarded weekly with a special prize for attending school five consecutive days. All classrooms that have a perfect attendance record for the day earn a "letter" to complete the spelling of their designated reward (i.e., the class may earn a "P" for their phrase "Pencils"). When all letters have been accumulated, the students receive the reward that was spelled out with the earned letters.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Oak Park Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Oak Park Elementary held three staff development days that focused on:

- SMART Goals
- OARS
- API Goals
- Technology

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

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.

Instructional Materials

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

On 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.

Library Resources

The school library is open from 7:30 a.m. to 4:00 p.m. and is staffed by a full-time librarian. The library features over 10,000 titles in English and more than 120 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Six Internet-accessible computers are available for research and working on class projects. Students visit the library with their class once a week and may visit the library independently before school, during lunch, and after school.

Technology Resources

During the 2007-08 school year, Oak Park Elementary had a total of 55 computers. The school's computer lab features 26 Internet-accessible workstations and is used for whole class instruction. Each teacher determines the method to integrate technology into the language arts, social science, reading, and math curricula. Students use classroom and lab computers which are used for research, keyboarding, graphics presentations, and Study Island (web-based educational program). Each classroom has a teacher's laptop, an LCD projector, and document camera and has access to a SMARTBoard; state-of-the-art technology equipment is used to enhance instruction through multimedia presentations and accessing web-based educational programs such as Study Island.

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

Professional Staff

Teacher Assignment

For the 2007-08 school year, Oak Park Elementary had 29 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.

	Teacher Credentials & Assignments							
	Oak Park				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	31	30	29		1823	1885	1869	
Teachers with Full Credential	31	30	29		1723	1802	1764	
Teachers without Full Credential	0	0	0		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	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	2	1	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	2	1	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Oak Park	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	
	Oak Park %	FUSD %
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	31.0	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	58.6	49.2
Bachelor's Degree	10.3	11.3
Less than a Bachelor's Degree	0.0	2.2

Counseling & Support Services Staff

Oak Park 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 Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Oak Park 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.

	Counselors & Support Personnel	
	(Nonteaching Professional Staff)	
	2007-08	
	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.5
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
LSH Therapist	1	0.4

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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**

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Oak Park 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 Oak Park's SARC and access the internet at any of the county's public libraries. The closest library to Oak Park 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

Expenditures Per Pupil	Dollars Spent per Student				
	Oak Park	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,953	\$7,893	75.4%	N/A	N/A
Restricted (Supplemental)	\$938	\$2,383	39.4%	N/A	N/A
Unrestricted (Basic)	\$5,014	\$5,510	91.0%	\$5,300	94.6%
Average Teacher Salary	\$64,117	\$64,747	99.0%	\$65,008	98.6%

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