

LIVE OAK ELEMENTARY SCHOOL



Grades PreK-6
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2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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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 and school facilities information were acquired on January 2011.

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.

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.

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.

School Profile

Live Oak Elementary School is a modified, traditional, year-round school serving 560 students in kindergarten through sixth grade, including 14% in special education, 60.2% qualifying for English learner support, and 81% 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 / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	1.4%	Kindergarten	65
Amer. Indian or Alaskan Native	0.0%	Grade 1	90
Caucasian	1.8%	Grade 2	65
Asian	1.1%	Grade 3	76
Filipino	0.0%	Grade 4	109
Hispanic or Latino	95.7%	Grade 5	73
		Grade 6	82
		Total Enrollment	560

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 Back to School Night and seasonal festivals provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parent education workshops are offered 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. 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.

All school-to-home communication is provided in both English and Spanish. The school publishes a monthly calendar to keep parents informed of all school events. 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 to each student's home. The school marquee is used for special announcements and reminders.

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.

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.

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.

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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report 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>.

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.

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.

**STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Live Oak			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	33	38	40	34	38	42	46	50	52
Math	45	50	53	30	35	39	43	46	48
Science	29	32	41	31	33	39	46	50	54
History				19	25	31	36	41	44

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.

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Live Oak							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	*		*		39		*	
Math	*		*		54		*	
Science			*		43		*	
History								

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Live Oak					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	36	43	29	40	25	
Math	54	52	51	53	53	
Science	45	37	29	41	*	
History						

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

	API Rank		
	2007	2008	2009
Statewide Rank	2	4	4
Similar Schools Rank	6	7	9

Results	School Increase/Decrease in API			School Growth 2010	District Growth 2010	State Growth 2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	53	15	-1	757	731	767
Ethnic Subgroups						
Hispanic or Latino	51	17	-3	758	727	715
Other Subgroups						
Economically Disadvantaged	53	14	0	757	727	712
English Learners	46	10	-1	746	703	691

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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.

- Each high school must have a graduation rate of 90%.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2009-10**

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Live Oak	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2009-10 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/.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2009-10**

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	22.2%	19.4%	8.3%

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 2009-10, Live Oak Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9%

The statistical information in this table reflects the PI status during the 2010-11 school year.

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/.

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 perimeter chain link fence fully surround the campus to increase student safety and security of facilities during instructional periods. A brand new building with five classrooms, a library, and one set of restrooms were constructed in fall 2006.

2009-10 Campus Improvement Projects

- Kindergarten playground surface installed, rubber to blacktop to increase student safety

Campus Description

Year Built	1962
Acreage	9.69 ac
Square Footage	53,958 sf
	Qty.
# of Permanent Classrooms	20
# of Portable Classrooms	21
# of Restrooms (student use)	5 sets
Library	1
Computer Lab	1
Special Purpose Rooms	2
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 principal 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.

Facilities Inspection

The district's maintenance department inspects facilities and operating systems at Live Oak Elementary 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. The most recent school inspection took place on March 18, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

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

Item Inspected	School Facility Good Repair Status			
	Repair Status			
	Good	Fair	Poor	
Most Recent Inspection: March 18, 2010				Work orders were generated for all deficiencies noted below.
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Lamps out in: F19; F16; Room 4; Room 12; 33; 34; Portable Girls Restroom; 27; 22; 21; Workroom; Restroom (Unisex); Conference Room. & MPR. Stained ceiling tiles: F15; 39; 24, & 25. Damaged ceiling tiles: Room 12. Replace soap dispenser: Boys Restroom by 4 & 29 Restroom.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Room 1; F19: Adjust water pressure at drinking fountain.
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			Trash and debris: AC Room by 105; Custodial Storage Container; Outside Storage (2); MPR Storage North, & MPR Storage South.
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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.

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 intercession 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.

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 2009-10 school year, Live Oak Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

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 2010. 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.

Classroom Environment

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					
2007-08					
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	
2008-09					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	16.0	4			
1	19.5	4			
2	16.6	5			
3	19.3	4			
4	30.0		3		
5	27.0		3		
6	25.3		3		
2009-10					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K					
1					
2					
3					
4					
5					
6					

2009-10 Data was not available at the time of publication of this report.

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 principal who takes into consideration past behavior trends and nature of the infraction when determining disciplinary measures for inappropriate conduct.

Suspensions & Expulsions			
	Live Oak		
	07-08	08-09	09-10
Suspensions (#)	8	25	42
Suspensions (%)	1.51%	4.36%	7.50%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	07-08	08-09	09-10
	Suspensions (#)	707	1219
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	0.01%

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 which 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 back-to-school 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 three highest performing students at each grade level every month to be recognized at an assembly. Ten-minute outdoor assemblies are held every Monday and include recognition of those

students celebrating birthdays in the current week.

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 one excused tardy. At the end of the year, a special promotion ceremony is held for sixth grade students.

Curriculum & 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.

On October 6, 2010, 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 #10-57 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 its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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 staffed by a full-time library aide and is open 30 minutes before school, during school hours, and 30 minutes after school. The library features 13,233 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 2009-10 school year, Live Oak Elementary had a total of 227 computers. Teachers have access to two mobile labs featuring 15 wireless laptops each and used for whole class instruction and special projects. One stationary computer lab is equipped with 38 workstations and used by first through sixth grade students for whole-class instruction and projects.

Each teacher determines the subject area and method to integrate technology into the core 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™, document camera, and LCD projector to enhance delivery of 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		
2007-08	2008-09	2009-10
3	3	2

During the 2009-10 school year, Live Oak Elementary held three staff development days that focused on:

- Data Analysis
- Analyzing 2010 CST Data
- English/Language Arts Writing Standards
- Aveson Educational Cooperative Training (Grade Level Coaching - K-3rdGrade)
- DIBELS Training (Coaching)
- Blueprint for Sustaining School Image
- Professional Development Day

As a supplement to district-sponsored professional development buy-back days, Live Oak Elementary offers staff

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

training once a month on early release Wednesdays to address identified areas of need and evaluate instructional effectiveness. During the 2009-10 school year, training activities focused on 1) the Open Court curriculum and related instructional strategies and 2) integrating technology into the curriculum.

Fontana Unified School 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. These programs include:

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

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

Professional Staff

Teacher Assignment

For the 2009-10 school year, Live Oak Elementary had 21 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California

teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	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

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

Teacher Credentials & Assignments

	Live Oak				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	28	30	22		1869	1898	1608	
Teachers with Full Credential	27	28	21		1764	1816	1584	
Teachers without Full Credential	1	2	1		105	82	24	
Teachers in Alternative Routes to Certification	0	1	1		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	1	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Live Oak	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

Teacher Education Levels 2009-10

	Live Oak	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	40.0	37.5
Bachelor's Degree plus 30 or more semester hours	52.0	52.1
Bachelor's Degree	8.0	7.0
Less than a Bachelor's Degree	0.0	0.0

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

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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 2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	Live Oak	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,122	\$6,037	118.0%	N/A	N/A
Restricted (Supplemental)	\$2,262	\$1,650	137.1%	N/A	N/A
Unrestricted (Basic)	\$4,861	\$4,387	110.8%	\$5,681	85.6%
Average Teacher Salary	\$67,922	\$61,647	110.2%	\$68,179	99.6%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received general, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review

- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement