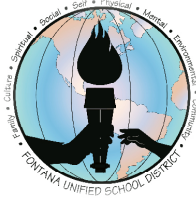


OAK PARK ELEMENTARY SCHOOL



Grades PreK-5
Antonio Viramontes, Principal
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2004-05 Title I Achieving School

2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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Board of Education

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Division of Business Services
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Associate Superintendent
Division of Instructional Services
William W. Wu, J.D.
Assistant Superintendent
Division of Human Resources

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SARC Data and Internet Access

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



The purpose of the School Accountability Report Card is to provide parents with information about Oak Park 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. We are very proud of our accomplishments.

Oak Park is dedicated 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.

School Profile

Oak Park Elementary School is a single-track, year-round school serving 540 students in kindergarten through fifth grade, including 13% in special education, 43.3% qualifying for English learner support, and 77.6% qualifying for the free or reduced-price meal

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.

program. 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 / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	8.0%	Kindergarten	82
Amer. Indian or Alaskan Native	0.2%	Grade 1	93
Caucasian	5.7%	Grade 2	86
Asian	2.6%	Grade 3	85
Filipino	1.3%	Grade 4	94
Hispanic or Latino	81.1%	Grade 5	100
Pacific Islander	0.7%		
Two or More Races	0.4%		
Total Enrollment			540

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.

Parent Involvement

Parents are encouraged to become involved in Oak Park Elementary's learning community by volunteering at the school as a classroom helper and/or field trip chaperone, attending school events, or sharing in the decision-making process. Parent assistance in the classroom or with awards assemblies is always welcome. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide leadership opportunities for parents to have input on curricular programs and financial planning. Events such as Back to School Night, Open House, Panther Chats, and the annual Title I meeting provide opportunities for parents to interact with school staff while supporting their child's academic programs. At monthly Parent Chats, open-forum discussions with the principal are driven by the requests of participating parents. 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.

All school-to-home communication is provided in both English and Spanish. 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 may reference the bulletin board posted inside the school office for updated information on committee meeting dates, school events, and important announcements. Some teachers distribute weekly homework newsletters. 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.

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.

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 Oak Park Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

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 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.

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.

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

	Oak Park			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	37	45	47	34	38	42	46	50	52
Math	49	63	64	30	35	39	43	46	48
Science	42	34	43	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

	Oak Park							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	45	*	83	*	45	*	71	
Math	57	*	92	*	62	*	86	
Science	*		*	*	39		*	
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

	Oak Park					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	46	49	39	44	40	
Math	64	63	59	61	60	
Science	47	39	19	35	*	
History						

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

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	5	4	5			
Similar Schools Rank	8	4	8			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	-12	42	14	806	731	767
Ethnic Subgroups						
Hispanic or Latino	-6	33	13	796	727	715
Other Subgroups						
Economically Disadvantaged	-20	55	18	800	727	712
English Learners	-19	38	17	802	703	691

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	Oak Park	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	Yes	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, 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." 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.	25.5%	17.6%	6.9%

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, Oak Park Elementary did participate in the schoolwide Title I program and is therefore 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	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		
		13
		28.9%

The statistical information in this table reflects the PI status during the 2010-11 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	19
# of Portable Classrooms	8
# of Restrooms (student use)	3 sets
Library/Media Center	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 circulates around the campus to greet students and monitor behavior. During recess, noon aides and the principal are on the playground to ensure students play safely. At lunch time, the principal and four noon aides monitor cafeteria and playground activities. When students are dismissed for the day, the

principal, two noon aides, and designated teachers oversee student pickup, bus loading, and exit areas to ensure students depart safely. 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 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.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Oak Park Elementary at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: March 29, 2010			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
			Lamps out in: 23; 28; 4; 9; 12; 14; 19; 20; 19/20 Office; MPR Custodial Storage; Stage; Library; Computer Lab; Staff Lounge; Health Office, & 21 Preschool. Stained ceiling tiles: K1/K2. Re-seat ceiling tiles: 6, & 10. Replace soap dispenser: Boys Restroom by 12.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Adjust water pressure at drinking fountain: 25; 3, and 16.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris: Kitchen H2O Heater Room; Stage Storage NW, and Stage Storage S.

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

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.

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 29, 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 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 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 inspected three times a day (before school, before lunch, and after school) for cleanliness and cleaned as needed. 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, Oak Park Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

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				
2007-08				
Grade	Avg.	Number of Classrooms		
	Class Size	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
2008-09				
Grade	Avg.	Number of Classrooms		
	Class Size	1-20	21-32	33+
K	21.8	2	2	
1	19.3	4		
2	19.8	5		
3	19.8	5		
4	28.3		3	
5	26.5		4	
K-3	15.0	1		
2009-10				
Grade	Avg.	Number of Classrooms		
	Class Size	1-20	21-32	33+
K				
1				
2				
3				
4				
5				

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

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. 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 for further intervention which may include parent conferences, phone calls to parents, counseling, suspension, community service, detention, and in some cases expulsion. Administrators take into consideration the severity of the infraction and past behavior trends when addressing consequences for unacceptable conduct.

At the beginning of the year, school rules and behavior 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 student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Once a week, Panther Coupons are

	Suspensions & Expulsions		
	Oak Park		
	07-08	08-09	09-10
Suspensions (#)	30	24	29
Suspensions (%)	4.75%	4.26%	5.37%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
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.

presented in the classrooms to designated students who have maintained 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.

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 principal monitors students with chronic absences and contacts parents to resolve attendance issues. All classrooms with 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 2009-10 school year, Oak Park Elementary held three staff development days that focused on:

- Differentiating Math Instruction Using Math Games for Reasoning
- SPARK (physical education curriculum)
- ELA - Addressing needs of EL Students
- Math
- Study Island
- Accelerated Reader
- Discovery Educational Streaming
- Office 2007
- Glad Strategies
- Systematic ELD Instruction
- Avenues
- SDAIE
- Sentence Frames

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

As a supplement to district-sponsored professional development buy-back days, Oak Park Elementary offers staff training throughout the year on early release days to address identified areas of need and instructional practices. During the 2009-10 school year, training activities focused on 1) the Online Assessment and Reporting System (OARS) training, 2) API goals, and 3) technology.

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.

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

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

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 open from 7:30 a.m. to 4:00 p.m. and is staffed by a full-time librarian. The library features over 8,541 titles in English and more than 120 titles in Spanish for students to check out. All reading books are aligned to the Accelerated Reader program and color-coded for easy identification and coordination with reading levels (by grade level). Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. 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 2009-10 school year, Oak Park Elementary had a total of 123 computers. The school's computer lab, which is located in room 9, features 40 Internet-accessible workstations and is used for whole class instruction. Each teacher determines the method to integrate technology into the language arts, science, social science, reading, and math curricula. Students use classroom and lab computers for research, keyboarding, graphics presentations, Accelerated Reader, *unitedstreaming*, and Study Island (web-based educational program). Each classroom is equipped with a teacher's laptop, an LCD projector, and document camera. Teachers have access to nine SMARTBoards. On average, primary grade classrooms have three computer workstations and upper grade classes have four computer workstations. State-of-the-art technology equipment enhances instruction through multimedia presentations and access to web-based educational programs.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Oak Park Elementary had 20 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

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 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) 2009-10		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.5
School Nurse	1	0.2
Health Assistant	1	0.6
Adaptive PE Specialist	1	*
LSH Therapist	1	0.5

FTE = Full-Time Equivalent
LSH = Language/Speech/Hearing

	Teacher Credentials & Assignments							
	Oak Park				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	29	28	20		1869	1898	1608	
Teachers with Full Credential	29	28	20		1764	1816	1584	
Teachers without Full Credential	0	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	0	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	
Oak Park	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	
	Oak Park	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	39.1	37.5
Bachelor's Degree plus 30 or more semester hours	52.2	52.1
Bachelor's Degree	8.7	7.0
Less than a Bachelor's Degree	0.0	0.0

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.

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	Oak Park	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,947	\$6,037	98.5%	N/A	N/A
Restricted (Supplemental)	\$978	\$1,650	59.3%	N/A	N/A
Unrestricted (Basic)	\$4,970	\$4,387	113.3%	\$5,681	87.5%
Average Teacher Salary	\$65,722	\$61,647	106.6%	\$68,179	96.4%

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

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