



*To graduate all students prepared to succeed in a changing world.*

### Oak Park Elementary School

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Preschool - Fifth Grade  
Jinane Annous, Principal  
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Interim Associate Superintendent,  
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# Fontana Unified School District Oak Park Elementary School

## 2002-2003 Annual School Report Card

### A Message from the Superintendent

Ensuring academic success for all students hinges on a close working relationship between home and school. It is critically important that you as parents/guardians know about your child's school and the outstanding accomplishments of its students and staff. It is our hope you will review this information and utilize it as appropriate.

Debra A. Bradley, Ed.D.  
Superintendent of Schools

### Principal's Message

Dear Parents and Community Members:

I hope you will find the information in this report to be informative. As you will see in the student achievement section, Oak Park students are making outstanding growth on the state assessments. Our school's Academic Performance Index for 2003 was in the 7th decile in comparison with similar schools. We are extremely proud of the accomplishments of our students and staff. If you have any questions about the information below, please call me at 909 357-5690, or stop by the school office. I always am pleased to have parents visit our great school.

Sincerely,

Jinane Annous  
Principal

### School Profile

Oak Park Elementary School is a multi-track, year-round school serving 763 students in preschool through grade five. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Oak Park Elementary is dedicated to ensuring the academic success of every student.

### Discipline & Climate for Learning

Oak Park Elementary's Behavior Management Plan

#### PHILOSOPHY

- All members of the Oak Park Elementary School community, including students, parents, and staff are responsible for maintaining a safe, secure, and productive learning environment for all students.
- We have high expectations for student behavior at Oak Park. We expect all students to show respect and consideration for other students and staff. We expect all staff to treat students with respect and dignity, to teach appropriate behavior, and to hold students accountable for appropriate behavior.
- We believe parents are an integral part of our behavior management plan. Staff is expected to involve parents in behavior management decisions. Parents are expected to cooperate with, and support staff.

Our 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.

2002-03 Enrollment: 763	
	%
Male	48.6%
Female	51.4%
English Learners	34.1%
Non English Learners	65.5%
SED <sup>^</sup>	63.7%
Students with Disabilities	14.2%
Migrant Students*	2.0%
African American	8.9%
American Indian	0.4%
Asian	2.6%
Filipino	0.8%
Hispanic	72.7%
Pacific Islander	0.4%
White (not Hispanic)	14.2%

<sup>^</sup>SED - Socioeconomically Disadvantaged  
\*Source: STAR testing enrollment

## Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Oak Park Elementary School. For each day a student is absent, the school loses \$37 in state funding. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

The table below illustrates the incidents of suspension and expulsion for Oak Park Elementary School, and the combined total for all elementary schools in the Fontana Unified School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

	Suspensions and Expulsions					
	Oak Park			FUSD Elementary Schools		
	01	02	03	01	02	03
Suspensions (Cases)	46	44	35	688	1,016	1,030
Expulsions (Cases)	0	0	0	4	14	13
Suspensions (%)	6.1	5.7	4.6	1.8	2.6	2.6
Expulsions (%)	0.00	0.00	0.00	0.01	0.04	0.03

## Class Size

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2002-03 school year 100% of all K-3 classrooms participated in this program. Kindergarten classrooms participate in CSR Option 2.

	Class Size Distribution											
	Average Class Size			Number of Classrooms								
	01	02	03	1-20 Students		21-32 Students		33+ Students				
K	20	20	28	6	5	-	-	-	4	-	-	-
1st	19	20	20	7	6	4	-	-	1	-	-	-
2nd	20	20	19	6	8	6	-	-	-	-	-	-
3rd	19	19	20	6	6	6	-	-	1	-	-	-
4th	31	31	29	-	-	-	4	4	4	-	1	-
5th	31	32	29	-	-	-	4	2	4	-	1	1
Combo K-3rd	-	20	13	-	1	3	-	-	-	-	-	-

- No classrooms containing specified number of students.

## Instructional Time

During the 2002-03 school year, all instructional minutes offered at Oak Park Elementary exceeded state requirements. Oak Park Elementary is a multi-track, year-round school, and offered 175 days of instruction in 2002-03. Oak Park Elementary utilizes minimum days for staff development and parent conferences.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,050
1st-3rd	50,400	53,244
4th-5th	54,000	54,556

	Regular Days	Minimum Days
Tracks 1/2	131	44
Tracks 3/4	133	42

## Textbooks & Instructional Materials

Oak Park Elementary ensures that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks for classroom use. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks and are selected from the state's list of adopted materials.

District-Adopted Textbooks		
Subject	Publisher/Series	Grade Levels
Language Arts	SRA/McGraw-Hill: <i>Open Court Reading</i>	K-5
	Hampton Brown: <i>Into English</i>	K-5
Math	Scott Foresman: <i>California Mathematics</i>	K-5
Science	McGraw-Hill	K-3
	Houghton Mifflin	4-5
Social Science	Houghton Mifflin	4-5

## School Facilities & Safety

Oak Park Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1990, and include 20 permanent classrooms, eight portable classrooms, a library/media center, a computer lab, and offices for specialized programs.

Safety of students and staff is a primary concern of Oak Park Elementary. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and recess periods, by teachers, classified staff, and school administrators.

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 197 of 1997. The plan was last updated in June of 2003 and was reviewed with staff in October of 2003. 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
- Conflict resolution

## Counseling & Other Support Services

The school provides qualified personnel to provide counseling and support services, on a part-time basis. The school employs the following counseling and support services staff to support students in their physical, emotional, and intellectual well-being: Counselors (0.7 FTE); Health Assistant (0.5 FTE); Nurse (0.2 FTE); Psychologist (0.2 FTE); and Speech/Language Specialist (0.5 FTE).

## Teacher Assignment

For the 2002-03 school year, Oak Park Elementary had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

<b>Teacher Credential Status</b>			
	<b>01</b>	<b>02</b>	<b>03</b>
Fully Credentialed	34	35	34
Working Outside Subject	0	0	0
Emergency Credentials	3	1	2
Interns	0	2	3
Waivers	0	0	0
<b>Total Teachers</b>	<b>37</b>	<b>38</b>	<b>36</b>

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

## Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. Periodically, Oak Park Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.

## Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

## Training & Curriculum Improvement

All training and curriculum development activities at Oak Park Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2002-03 school year to support the adoption of new curriculum or the implementation of new programs including:

- Classroom Management
- Six Traits of Writing
- Specially Designed Academic Instruction in English (SDAIE)
- English Language Development (ELD)
- Literacy

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2002-03 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

## Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

During the School Plan development process, teachers and administrators identify the strengths and areas for improvement for all students. The Student Study Teams (SST) meet regularly to assess individual needs of students and to monitor the effectiveness of interventions. Oak Park Elementary offers the following special programs:

- Gifted and Talented Education (GATE) after-school enrichment
- Site Literacy Leader (small group reading instruction)
- Fast ForWord reading intervention program
- After-school Tutoring
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Homework support for English Language Learners
- Off-track Intersessions in language arts and math
- Resource Specialist program
- Community Based English Tutoring (CBET)
- Adult classes

## Quality of Instruction & Leadership

Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Teachers are involved in many important leadership positions at Oak Park Elementary, including the School Site Council, English Language Advisory Committee, Parent Liaison Committee, Grade-level Leadership Team, Independent Study Coordination, and the GATE Committee.

Parents participate on the School Site Council and the English Language Learners Advisory Committee (ELAC). The School Site Council and ELAC play an active role in evaluating and making recommendations on school programs, student services, and the allocation of categorical funds. Other opportunities for parental involvement at the Oak Park campus include Community Based English Tutoring (CBET) classes, Family Literacy Nights, the Parent Teacher Association (PTA), parent conferences, and volunteering.

## Expenditures & Services Funded

For the 2001-02 school year, Fontana Unified School District spent an average of \$6,309 to educate each student.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
Fontana USD	All Unified School Districts	All Districts
\$6,309	\$6,767	\$6,719

\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2002-03 school year, Oak Park Elementary had the following categorical programs:

- Title I (Schoolwide)
- Gifted and Talented Education (GATE)
- School Improvement Program (SIP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)

## Salary and 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 more than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principals - Superintendent		
2001-02		
	Fontana USD	State Average
Beginning Teachers	\$35,236	\$35,980
Mid-Range Teachers	\$59,381	\$57,139
Highest Teachers	\$74,936	\$73,953
Elementary Principals	\$91,794	\$100,810
Middle School Principals	\$90,720	\$100,810
High School Principals	\$102,384	\$100,810
Superintendent	\$162,608	\$171,096
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.6%	43.3%
Administrative Salaries	5.6%	5.2%

## Contact Information

Parents who wish to participate in Oak Park Elementary's fund-raising activities can contact the Parent Teacher Association. Parents who wish to volunteer in the classroom may contact their children's teachers. All other inquiries may be directed to the school office at (909) 357-5690.

## Student Achievement & Assessment

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.

In 2002-03, district language arts and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards.

Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

### Standardized State Testing

Oak Park Elementary participates in California's mandatory Standardized Testing and Reporting (STAR) program that utilizes norm referenced tests (CAT/6 in 2003 and SAT/9 in preceding years) and criterion referenced tests (California Standards Tests). The CAT/6 measures achievement in comparison to a national sample; the California Standards Tests aid in determining student proficiency of the California State Content Standards.

*STAR results for Oak Park Elementary are located on page five; state and district results on the California Standards Tests are located on pages six and seven.*

### 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 perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

% of Students in Healthy Fitness Zone			
2002-03			
Grades 5	Oak Park	FUSD	California
5th Grade Total	25.5	15.5	23.1
5th Grade Boys	25.6	17.2	21.7
5th Grade Girls	25.4	13.6	24.5

## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

CAT-6 Norm Referenced Test 2003 % At or Above 50th Percentile									
	Reading				Math				
	2	3	4	5	2	3	4	5	
<b>All Students</b>									
Oak Park	45	38	37	32	59	55	59	52	
FUSD	32	20	19	27	43	41	34	40	
California	46	34	35	40	57	52	48	49	
<b>Subgroups</b>									
Male	44	39	32	33	59	61	58	44	
Female	46	38	41	30	59	49	60	62	
English Learners	31	22	6	14	54	47	45	32	
Non English Learners	53	47	50	41	62	59	65	63	
SED^	42	29	24	27	62	48	54	53	
Non SED	52	54	62	39	51	65	69	51	
African American	*	28	*	23	*	33	*	46	
Hispanic	43	39	27	33	57	57	52	52	
White (not Hispanic)	46	53	80	33	62	68	87	60	

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.

SAT-9 Norm Referenced Test 2001, 2002 % At or Above 50th Percentile																
	Reading				Math											
	2	3	4	5	2	3	4	5								
<b>All Students</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>								
Oak Park	50	52	33	44	45	34	39	38	45	46	53	54	71	54	51	62
FUSD	29	36	24	26	26	25	24	26	42	47	45	50	39	41	38	43
California	51	53	46	47	47	49	45	46	58	62	59	62	54	58	54	57
<b>Subgroups</b>																
Male	41	54	28	40	43	34	31	40	44	50	53	49	79	51	50	65
Female	59	50	39	48	47	34	48	36	45	43	53	58	63	57	52	59
English Learners	32	37	20	22	13	14	14	12	31	35	40	41	65	36	29	40
Non English Learners	58	62	40	54	54	43	44	46	51	54	60	60	72	61	55	68
SED^	37	46	28	36	21	28	44	25	33	37	43	47	63	47	49	61
Non SED	65	59	41	56	66	46	34	55	60	58	67	64	78	65	52	64
African American	38	50	26	55	38	27	*	36	23	47	47	55	54	47	20	64
Hispanic	44	51	30	37	38	34	38	37	41	47	52	52	75	53	50	61
White (not Hispanic)	80	62	50	58	71	38	50	33	73	48	56	58	62	50	63	58

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.

California Standards Test (CST) 2001, 2002, 2003 Combined % of Students Performing at Advanced & Proficient Levels																				
	English/Language Arts						Math													
	2		3		4		5		2		3		4		5					
<b>All Students</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>					
Oak Park	24	30	31	19	25	26	27	22	49	20	17	22	28	57	24	55	34	69	27	44
<b>Subgroups</b>																				
Male	20	26	27	19	23	25	24	24	43	14	16	22	32	59	25	63	37	76	31	47
Female	28	33	35	18	28	28	30	20	55	25	17	22	23	55	25	47	31	62	23	41
English Learners	8	17	18	9	12	4	12	2	21	5	4	0	23	51	15	39	19	50	18	22
Non English Learners	32	40	38	23	32	39	31	31	62	23	21	33	30	60	29	63	41	77	30	56
SED^	18	17	29	13	17	16	11	15	40	24	8	18	20	59	20	49	28	64	20	44
Non SED	32	46	35	26	39	44	42	34	67	15	29	27	37	52	31	63	45	77	36	43
Students with Disabilities	*	0	13	*	7	7	27	*	14	11	13	5	0	20	7	32	8	36	7	26
African American		21	*		9	28		20	*		33	15	19	*	19	39	20	*	17	54
Hispanic		31	27		19	26		21	38		12	20	31	58	19	60	37	65	27	43
White (not Hispanic)		33	36		58	32		23	87		22	33	23	54	58	53	29	93	32	40

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.  
2001 testing data unavailable from the State Department of Education.

Academic Performance Index (API)													
	Base 2000	Growth Target	Actual Growth	Growth 2000-01	Base 2001	Growth Target	Actual Growth	Growth 2001-02	Base 2002	Growth Target	Actual Growth	Growth 2002-03	
<b>All Students</b>	675	6	11	686	682	6	-7	675	676	6	71	747	
<b>Subgroups</b>													
SED^	633	5	26	659	654	5	-11	643	645	5	82	727	
Hispanic	667	5	12	679	674	5	-6	668	672	5	71	743	
White (not Hispanic)	711	5	23	734	735	5	*	*	*	*	*	*	
	<b>2000</b>	<b>2001</b>	<b>2002</b>						<b>2001</b>	<b>2002</b>	<b>2003</b>		
Percent Tested (Base)	99	98	100		Eligible for Governor's Performance Award				Yes	No	Yes		
Percent Tested (Growth)	98	100	99		Eligible for II/USP Program				No	-	-		
Statewide Rank	6	5	5		Applied for II/USP Program				No	---	Not funded ---		
Similar Schools Rank	8	9	7		Received II/USP Funding				No	---	Not funded ---		

^SED - Socioeconomically Disadvantaged  
\*Only numerically significant subgroups for each reporting period are required to be presented in this report card.



In this report, three years of English/Language Arts and two years of Mathematics scores are reported. At the eighth grade and high school levels, students take End of Course exams in each subject area completed. The Mathematics results reported include the combined scores of all grade levels taking the tests. Summative results for End of Course exams are only available for 2003. For detailed course and grade level results, please visit the STAR website: <http://star.cde.ca.gov>.

California Standards Test (CST)																	
2002, 2003																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
MATHEMATICS - District and State Results																	
	Grade-Level Mathematics Standards						Subject-Area Mathematics Standards										
	2	3	4	5	6	7	General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math						
	02	03	02	03	02	03	02	03	02	03	02	03					
<b>All Students</b>							<b>03</b>	<b>03</b>	<b>03</b>	<b>03</b>	<b>03</b>						
FUSD	29	43	23	36	18	34	17	28	20	20	17	17	1	9	18	24	39
California	43	53	38	46	37	45	29	35	32	34	30	30	20	21	26	29	43
<b>Subgroups</b>																	
<b>Male</b>																	
FUSD	30	46	24	36	19	33	17	29	19	18	16	15	0	8	20	24	37
California	45	54	39	47	38	46	30	35	33	35	29	29	20	21	28	32	47
<b>Female</b>																	
FUSD	27	40	23	36	17	35	18	27	21	20	19	18	3	11	16	22	41
California	41	51	36	43	37	46	28	35	32	34	29	30	20	22	24	26	40
<b>English Learners</b>																	
FUSD	25	38	19	30	9	24	9	17	6	7	5	4	0	3	8	8	*
California	27	37	22	30	18	29	10	15	11	11	9	8	9	9	11	19	24
<b>Non English Learners</b>																	
FUSD	32	48	28	43	24	41	22	35	26	26	24	22	1	12	19	24	41
California	52	61	46	53	46	53	37	42	39	42	35	36	25	24	29	30	44
<b>SED^</b>																	
FUSD	28	41	22	35	16	32	15	26	17	16	14	15	0	8	18	27	35
California	30	41	25	34	24	33	16	22	19	19	16	16	13	13	13	17	23
<b>Non SED</b>																	
FUSD	36	52	29	49	28	53	25	39	27	28	24	21	2	11	18	22	41
California	61	69	55	62	54	62	45	50	48	50	41	43	27	26	32	33	48
<b>Migrant Education</b>																	
FUSD	30	30	23	15	4	2	*	3	11	*	*	*					
California	22	31	17	26	16	25	11	15	13	15	11	12	10	9	8	9	9
<b>Students with Disabilities</b>																	
FUSD	18	26	10	19	8	14	8	11	7	7	5	5	0	4	9	9	23
California	27	31	21	24	18	20	12	12	9	9	6	6	5	6	10	19	7
<b>African American</b>																	
FUSD	31	25	28	20	13	8	0	7	8	11	*						
California	29	37	23	29	22	29	15	19	15	17	13	12	10	9	8	11	13
<b>American Indian</b>																	
FUSD	31	56	41	38	14	8	*	6	14	*	*						
California	40	50	32	39	31	37	24	28	26	28	22	22	19	16	23	24	28
<b>Asian</b>																	
FUSD	54	51	57	57	48	35	*	19	30	24	39						
California	66	75	65	73	65	74	56	64	61	63	59	60	39	48	48	50	65
<b>Filipino</b>																	
FUSD	52	77	71	70	31	38	*	20	24	36	*						
California	57	67	54	64	53	63	41	51	46	47	41	42	31	27	27	23	34
<b>Hispanic</b>																	
FUSD	43	37	32	27	19	16	2	8	19	24	32						
California	30	40	25	33	24	33	16	22	19	19	15	16	13	11	11	14	18
<b>Pacific Islander</b>																	
FUSD	53	31	40	22	38	7	*	15	*	*	*						
California	52	45	45	31	31	26	20	16	20	24	29						
<b>White (not Hispanic)</b>																	
FUSD	50	44	41	34	30	26	0	14	26	22	70						
California	61	71	55	61	53	61	44	49	48	52	43	44	33	30	35	32	47
^SED - Socioeconomically Disadvantaged																	
*Due to the moderate number of students tested, scores are not disclosed.																	
STAR testing data unavailable from the California Department of Education.																	

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, and migrant students. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, schools and districts must achieve the following:

**Elementary and Middle Schools:** A 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% in Mathematics on California Standards Tests (CST), a 95% or above participation rate on the CST (grades 2-8), and an API of 560 or one point of API growth each year.

**High Schools:** An 11.2% at-or-above proficiency rate in English/Language Arts and 9.6% in Mathematics on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

**Unified School Districts:** A 12.0% at-or-above proficiency rate in English/Language Arts and 12.8% in Mathematics on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. Mathematics) for two consecutive years will be identified for Program Improvement. Oak Park Elementary has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/iasa/titleone/> and <http://www.nclb.gov>.

Federal Awards and Intervention Programs			
Oak Park			
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	Not applicable		
Number of Years in Program Improvement	Not applicable		

### District and Title I Schools Meeting AYP Criteria for 2003

	Phases I & II
FUSD	No
Canyon Crest Elementary	Yes
Chaparral Elementary	No
Citrus Elementary	No
Cypress Elementary	No
Date Elementary	Yes
Hemlock Elementary	No
Juniper Elementary	No
Jurupa Hills Middle	No
Live Oak Elementary	No
Locust Elementary	No
Mango Elementary	Yes
Maple Elementary	No
North Tamarind Elementary	No
Oak Park Elementary	Yes
Oleander Elementary	No
Palmetto Elementary	No
Poplar Elementary	Yes
Primrose Elementary	Yes
Randall-Pepper Elementary	Yes
Redwood Elementary	No
Shadow Hills Elementary	Yes
Sierra Lakes Elementary	No
South Tamarind Elementary	No
Ted Porter Elementary	No
Tokay Elementary	No
West Randall Elementary	No

### Program Improvement (PI) Schools

School	Year
Hemlock Elementary	1
Jurupa Hills Middle	1
Locust Elementary	1
Maple Elementary	2
North Tamarind Elementary	3
Palmetto Elementary	1
<b>Number of PI Schools in District</b>	<b>6</b>
<b>Percent of PI Schools in District</b>	<b>15%</b>

Adequate Yearly Progress (AYP) 2003								
PHASE I: California Standards Tests and/or California High School Exit Exam								
Met Target? Yes or No								
	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced	
	English/Language Arts				Mathematics			
Target	95%	95%	13.6%	12.0%	95%	95%	16.0%	12.8%
	Oak Park	FUSD	Oak Park	FUSD	Oak Park	FUSD	Oak Park	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subgroups*								
English Learners	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
SED^	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities		Yes		No		Yes		No
African American		Yes		Yes		Yes		Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander		Yes		Yes		Yes		Yes
White (not Hispanic)		Yes		Yes		Yes		Yes
Phase II: API and Graduation Rates								
Met Target? Yes or No								
Target	API of 560 or 1 point increase				82.8% or 0.2% increase			
	Oak Park		FUSD		Oak Park		FUSD	
All Students	Yes		Yes		N/A		Yes	
^SED = Socioeconomically Disadvantaged								
*Only numerically significant subgroups are required to be reported.								
For specific school level and district proficiency rates, participation rates, API scores, and graduation rates, please visit the state's AYP reporting website: <a href="http://www.cde.ca.gov/ayp/">http://www.cde.ca.gov/ayp/</a>								