

FONTANA UNIFIED SCHOOL DISTRICT

LIVE OAK ELEMENTARY SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades PreK-5
Marc Aponte, Principal
Renee Gullixson, Assistant Principal
9522 Live Oak Avenue - Fontana, CA 92335
(909) 357-5640 - FAX (909) 357-5648

2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.

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 5 years reflects the great strides we have made during that time. Although we recognize our areas of needs and concern, we are extremely proud that we continue to meet all academic goals from the state, district and federal government.

The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

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

School Mission

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

Parent Involvement

Parents are encouraged to get involved in Live Oak Elementary's learning community by volunteering in the classroom, attending school events, or sharing in the decision-making process. Events such as Open House and seasonal festivals provide opportunities for parents to interact with school staff while supporting their child's academic programs. The principal and assistant principal invite all parents to monthly "Coffee Break" meetings to discuss concerns about the school and enjoy presentations from local community representatives on important topics concerning the community, school, family, and students. Parent education workshops are offered on scheduled Saturdays and designed to share strategies that can help parents effectively establish guidelines in the home and help with homework assignments. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication takes place in multiple formats. A school newsletter is issued quarterly and features messages from the principal and assistant principal, words of wisdom, expectations, reminders of committee meeting dates, and testing information. Some teachers prepare weekly class newsletters to

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.

update parents on classroom activities and studies. The school website is a resource for basic information and a portal to teacher websites. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The school marquee is used for special announcements and reminders. Parents seeking more information about the schools programs or about getting involved in the school community may contact Live Oak Elementary's Outreach Consultant at (909) 357-5640.

School Profile

Live Oak Elementary School is a multi-track, year-round school serving 870 students in kindergarten through fifth grade. 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.

Student Achievement

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

District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times 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. Fontana Unified School District and Live Oak Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

California English Language Development Test

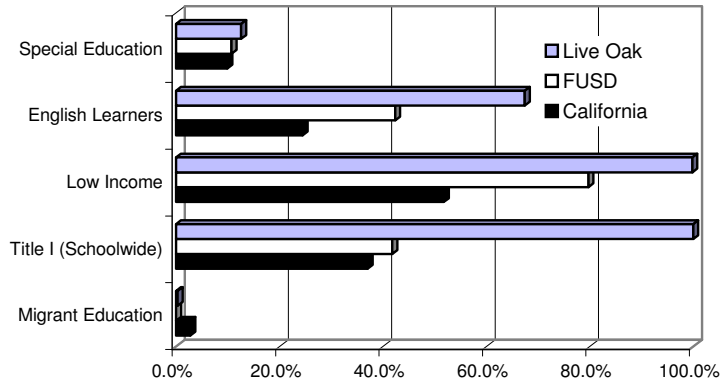
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they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

Standardized State Assessments

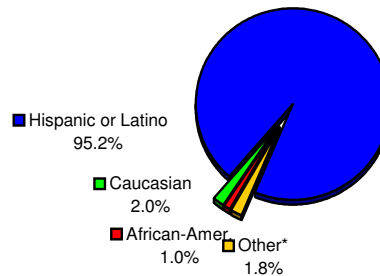
Students at Live Oak Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



**Percentage of Students by Ethnicity
2004-05 Enrollment: 870**

*American Indian or Alaska Native, Pacific Islander, Asian, and Multiple or No Response combined.

District-Administered Assessments

2002-03							
Grade	K	1	2	3	4	5	6
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	76%	51%	74%	61%	28%	25%	N/A
Writing	N/A	32%	44%	41%	14%	42%	N/A
2003-04							
Grade	K	1	2	3	4	5	6
Reading	48%	45%	14%	13%	10%	11%	N/A
Math	67%	58%	60%	54%	28%	19%	N/A
Writing	N/A	38%	48%	38%	20%	28%	N/A
2004-05							
Grade	K	1	2	3	4	5	6
Reading	23%	27%	42%	31%	14%	5%	N/A
Math	69%	66%	64%	49%	26%	20%	N/A
Writing	N/A	55%	50%	33%	39%	37%	N/A

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Live Oak			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	18	18	20	29	29	27	43	43	41
Math	38	35	34	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Live Oak						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*			21		*
Math	*	*			35		*

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

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Live Oak					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	14	24	15	20	7	*
Math	41	29	32	34	7	*

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

	Live Oak			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	16	17	17	18	20	25	35	36	40
Math	35	28	35	24	23	26	35	34	38
Science		10	14	11	9	11	27	25	27
History				15	16	18	28	29	32

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

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

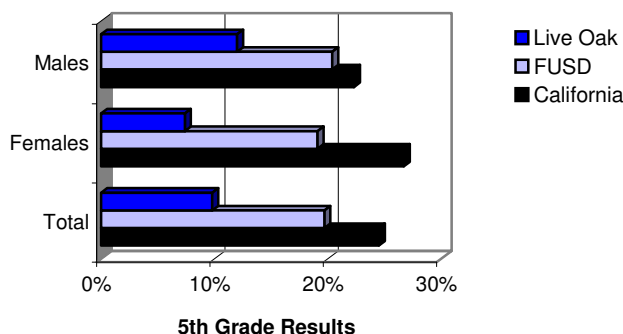
	Live Oak						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*	*	*		18		6
Math	*	*	*		36		20
Science	*	*			14		*
History							

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

California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

	Live Oak					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	14	20	13	17	1	*
Math	37	34	31	36	8	*
Science	13	14	6	14	3	
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

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

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

Physical Fitness

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

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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.

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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Live Oak Elementary School did not meet its 2005 AYP criteria for a third consecutive year and will therefore continue as a Title I Program Improvement school.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Live Oak Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Academic Performance Index (API)								
API Base			API Growth					
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
Percent Tested	99	99	99	Percent Tested	99	99	100	
API Base Score	608	629	632	API Growth Score	627	624	649	
Growth Target	10	9	8	Actual Growth	19	-5	17	
Statewide Rank	3	2	2	Eligible for GPA	Yes	Unfunded	Unfunded	
Similar Schools Rank	8	6	5	Eligible for II/USP	Unfunded	Unfunded	Unfunded	
API Significant Subgroup Results								
Hispanic or Latino								
API Base Score	613	640	640	API Growth Score	637	631	650	
Growth Target	8	7	6	Actual Growth	24	-9	10	
Socioeconomically Disadvantaged								
API Base Score	603	629	632	API Growth Score	627	624	649	
Growth Target	8	7	6	Actual Growth	24	-5	17	

Adequate Yearly Progress (AYP)						
	Live Oak			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	No	No	No	No	No
Subgroup Results						
	Live Oak			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	No	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes	Yes	Yes
English Learners	Yes	No	No	No	Yes	No
Special Education	No	No	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Live Oak
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	Yes
Year Identified for Program Improvement	2003-04
Year in Program Improvement	2
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 ensures facilities remain up-to-date and provide adequate space for students and staff. A new building with five permanent classrooms was completed at the end of the 2005-06 school year. A new library, teacher work room, and one set of restrooms are scheduled for completion during the 2006-07 school year.

Campus Description

Year Built	1962
Acreage	9.69 ac
Square Footage	53,958
	Qty.
# of Permanent Classrooms	22
# of Portable Classrooms	30
# of Restrooms (student use)	3 sets
Library	1
Staff Lunch 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, six noon aides supervise entrance areas, bus zones, and the playground. The principal and assistant principal circulate 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, six noon aides, the outreach consultant, and both administrators share supervision of the cafeteria and playground activities. When students are dismissed for the day, two noon aides supervise parking lot and bus loading areas; the program manager, English Language Learner teacher, and reading coach are stationed in front of the school; and the principal and assistant principal patrol the campus to ensure students depart safely. Teachers escort primary grades to the exit areas and release students only to authorized parents/guardians. Live Oak Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed and updated during April and May of 2006, and will be discussed with school staff in July 2006. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school

secretary who forwards the requests 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 and by the Bobcat Patrol (student safety monitors) between 11:00 a.m. and 1:00 p.m. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Live Oak Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 4, 2005; no emergency repairs were needed and no unsafe conditions were found. Deficiencies noted in the school's inspection report were corrected immediately by the district's maintenance department.

School Site Inspection

Most Recent Inspection: August 4, 2005

Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	Perimeter fencing: repair top rail of chain link fence in NW corner of campus; tighten tension post in SW corner of campus
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Repair light fixtures in room K1
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Outside Room 9: Repair/replace drinking fountain
Restrooms	No	Near Room 10: Repair metal panel on outside of stall. Boys' portable, south side of campus: Replace missing urinal screen. Girls' portable, south side of campus: Repair entrance door etched with graffiti. Near Room 4: Replace tissue dispenser.
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	No	Water faucet in room K1 inoperable

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school's inspection report were corrected immediately by district's maintenance department.

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 2004-05 school year, Live Oak Elementary received \$9,400 in deferred maintenance funds for repairs/replacement of fire alarm systems.

Suspensions & Expulsions

	Live Oak		
	02-03	03-04	04-05
Suspensions (#)	32	36	10
Suspensions (%)	3.34%	3.86%	1.15%
Expulsions (#)	2	0	0
Expulsions (%)	0.21%	0.00%	0.00%

	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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.

Classroom Environment

Discipline & Climate for Learning

Students at Live Oak Elementary are guided by school rules and behavioral 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 school administrators. When addressing students, administrators take into consideration past behavioral trends and natures of the infraction when determining disciplinary measures for inappropriate conduct. Consequences for making poor choices

include community service projects and/or meeting with the counselor for small group discussions focused on topics such as self-esteem and anger management.

At the beginning of the school year, students receive a back-to-school packet that contains the student handbook which school rules and district policies. During the first few weeks of school, the principal conducts grade level assemblies to discuss behavioral expectations and consequences. Information shared in student assemblies is prepared in a newsletter format and sent home with students; parents are required to review the newsletter with their child and then return a signed acknowledgement form to their child's teacher.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Bobcat Raffle Tickets are distributed daily to students showing improvement in citizenship or attendance. Raffle tickets are entered into a drawing at the end of the week. Ticketholders of drawn raffle tickets are announced over the intercom system and requested to visit the office to receive their special prize (i.e., backpacks, pencils). Once a month, teachers select one student from their class to be honored as Student of the Month; students are chosen based upon their outstanding efforts in citizenship, academics, or attendance. Selected students are invited to enjoy an ice cream social with the principal and outreach consultant. 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.

Instructional Time

During the 2004-05 school year, all instructional time offered at Live Oak Elementary exceeded state requirements. For the 2004-05 school year, Live Oak Elementary offered 175 days of instruction comprised of 130 regular days and 45 minimum days for Tracks A & B, and 132 regular days and 43 minimum days for Tracks C & D. Live Oak Elementary utilizes minimum days for staff development, teacher preparation, Open Court training, grade level collaboration, teacher preparation, and presentations by guest speakers, the reading coach, and/or English language learner teacher.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K - AM	36,000	36,000
K - PM	41,300	36,000
Tracks A & B		
1-3	53,100	50,400
4-5	54,400	54,000
Tracks C & D		
1-3	53,330	50,400
4-5	54,650	54,000

Class Size

Live Oak Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Live Oak Elementary's

K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods. To help further reduce pupil:teacher ratios, six students from Chaffey Community College provide guided support through core instruction for all grade levels.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	0%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.3	2	4	
1	19.7	6	1	
2	18.9	9		
3	18.0	8		
4	32.0		3	2
5	24.4		5	
Combo K-3	20.0	1		
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.8	6	2	
1	18.7	6	1	
2	18.3	8		
3	17.7	7		
4	30.2		4	1
5	31.2		4	1
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.0	8		
1	18.5	8		
2	18.1	8		
3	19.9	7		
4	30.0		4	1
5	33.0			4

Combo classes are any combination of K-3 grades.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards

and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Live Oak Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2004-05 school year, Live Oak Elementary held three staff development days that focused on:

- TESA (Teacher Expectations and Student Achievement), Marzano Strategies, and Bloom's Taxonomy Strategies
- Map of Standards for English Learners
- Learning Headquarters Writing Supplemental Program
- Classroom Management Strategies

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

School Leadership

Live Oak Elementary's principal works closely with the assistant principal and leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal and assistant principal work as a team, sharing many of the administrative duties. The principal is responsible for overall administration of Live Oak Elementary.

Mr. Marc Aponte has been in the educational field for seven years, serving the Fontana Unified School District since 2002, and currently in his second year (2006-07) as principal of Live Oak Elementary. Prior to joining Live Oak Elementary, Mr. Aponte was an outreach consultant for the district and held teaching position at various schools. Principal Aponte holds a master's degree in educational administration, a bachelor's degree in liberal arts, has attained his Tier I administrative credential, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, two teacher representatives from grades PreK-3, one teacher representative from grades four and five, the reading coach, outreach consultant, English Language learner teacher, and program manager. The Leadership Team meets once a month to collaborate on reading first program, resiliency program, school budget, data analysis, and staff development needs. Grade level representatives serve as a liaison between administration and grade level teams.

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 September 29, 2005, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Library Resources

The school library is staffed by a full-time library aide and is open 15 minute before school, during school hours, and 15 minutes after school. The library features 10,321 titles in English and 221 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 2004-05 school year, Live Oak Elementary had a total of 206 computers. All classrooms have Internet access; each classroom has a minimum of four computers. Each teacher determines the subject area and method to integrate technology into the curriculum. Students use classroom computers for research, Study Island, *unitedstreaming*, Accelerated Reader, Accelerated Math, word processing, and educational-based skill-building software games aligned to state standards.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Live Oak Elementary 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 using research-based instructional materials and strategies.

The school's special education program is staffed by four special education teachers and four special education aides who provide full-day instruction in three special day classes (SDC) (one fourth grade SDC, one primary and one intermediate severely handicapped SDC classes), One resource specialist teacher and one resource specialist aide provide individual and small group instruction in the general education class and in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Over 70% of Live Oak Elementary's students are classified as English Learners based on results from the home language survey and CELDT exam. Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Based upon CELDT results, students are grouped into one of five language fluency levels (level 1 is beginning level of language proficiency and level 5 is advanced English skills). Four bilingual aides collaborate with teaching staff to plan individualized and small group instruction (based on the EL student's language fluency level) delivered during core instruction periods for 30-45 minutes a day. Supplemental lessons in a pull-out format are provided 30-45 minutes a day by bilingual aides to reinforce most recent class lessons. Classroom teachers and bilingual aides provide English Language Development instruction which focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. English Language Development (ELD) instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers closely oversee EL performance through the CELDT and adjust instruction as needed to ensure continued success. The English language learner intervention teacher works with bilingual aides to provide staff development in backwards planning, collaborate with teachers to plan EL lessons, and prepare bilingual aides to work with EL students.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. Student are invited to after-school GATE activities held throughout the year; student work on special projects and invited to participate in fun, challenging programs.

Live Oak Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Tutoring: before- and after-school tutoring provided by certificated teachers. Tutoring is available on an individual basis and coordinated between the students's teacher and parents. Tutoring sessions range from 30 to 60 minutes a day and focus on identified areas of need.
- Off-track Intercession: students in grades 2-5 who are at Far Below Basic and Below Basic levels on district assessment matrix are encouraged to attend language arts and/or math intervention instruction during a two-week period (between trimesters). Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons.
- Small Group Tutoring: teachers coordinate tutoring sessions with students in targeted areas of core content areas.
- Homework Club: supportive program offering academic assistance in four-week sessions, three days a week for 60 minutes a day; the club is open to students who are at risk of being retained.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Live Oak Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. Periodically, Live Oak Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event that the resident substitute and a substitute teacher from the district's pool are not available for an absent teacher, an Achievement Substitute will take the class or the absent teacher's class is divided and students are placed in another class within the same grade level.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

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

employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Live Oak Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Assignment

For the 2004-05 school year, Live Oak Elementary had 38 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Live Oak	92.5
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels

2004-05

	Live Oak %	FUSD %
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	37.2	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	48.8	48.6
Bachelor's Degree	14.0	14.3
Less than a Bachelor's Degree	0.0	0.7

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.4
Adaptive PE Aide	1	0.4
LSH Therapist	1	1.0
LSH Aide	1	0.2

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

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

Teacher Credentials & Assignments

	Live Oak			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	47	45	43	1818	1780	1911
Teachers with Full Credential	37	37	38	1603	1635	1771
Teachers in Alternative Routes to Certification	4	6	5	120	63	168
Pre-Internship	6	2	0	129	47	9
Teachers with Emergency Permits	12	2	0	261	56	34
Teachers with Waivers	3	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	9	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	9	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- | | |
|-----------------------------|------------------------------|
| 21st Century | School Improvement |
| Class Size Reduction | School Safety |
| Comprehensive School Reform | Smaller Learning Communities |
| Early Intervention | Special Education |
| Gifted & Talented Education | Staff Development |
| High Priority Schools | State & Federal Preschool |
| Instructional Materials | Supplemental Technology |
| Parent Education | Title I, III, & V |
| Peer Assistance & Review | Tobacco Use Prevention |
| Reading First | |

Salary Comparison

2003-04

	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05

Total Expenditures	FUSD	Dollars Spent per Student	
		State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127