

FONTANA UNIFIED SCHOOL DISTRICT

# OAK PARK ELEMENTARY SCHOOL

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www.fusd.net



Grades PreK-5  
Dr. Jinane Annous, Principal  
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## 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 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 2004-05 Academic Performance Index Score of 745 placed Oak Park in the 7th decile in comparison to similar schools. We are extremely proud of the accomplishments our students and staff have made.

We take great pride in our parents' contributions. We realize it takes every adult in the community to help us succeed, and invite you to be a part of our school. 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,

*Dr. Jinane Annous, Principal*

### Oak Park is committed to....

Provide a safe, comfortable, and nurturing environment so that students will develop personal responsibility, excel academically, and take pride in group achievements through mutual respect and cooperation among parents, students and staff.

### Parent Involvement

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

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

All school-to-home communication is provided in both English and Spanish and takes place in a variety of formats. The bimonthly school newsletter features messages from the principal and assistant principal, highlights activities that are taking place in the classrooms, and announces student recognition winners and parent achievements.

### 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.

Parents can reference the bulletin board posted outside the school office for updated information on committee meeting dates, school events, and important announcements. 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 to highlight important dates and current events. Parents seeking more information about volunteering their time to the school community may contact the school office, their child's teacher, the assistant principal, or the principal at (909) 357-5690.

## School Profile

Oak Park Elementary School is a multi-track, year-round school serving 714 students in kindergarten through fifth grade. 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. Attendance is a high priority and reflected in the outstanding efforts students make to be in their seat every day. Oak Park Elementary places a strong emphasis in providing an effective English Language Development program for its English learners so they can experience academic growth as quickly as possible. Teachers, parents, and students take great pride in the accomplishments they have experienced together.

## Student Achievement

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

### District Benchmark Assessments

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 Oak Park Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

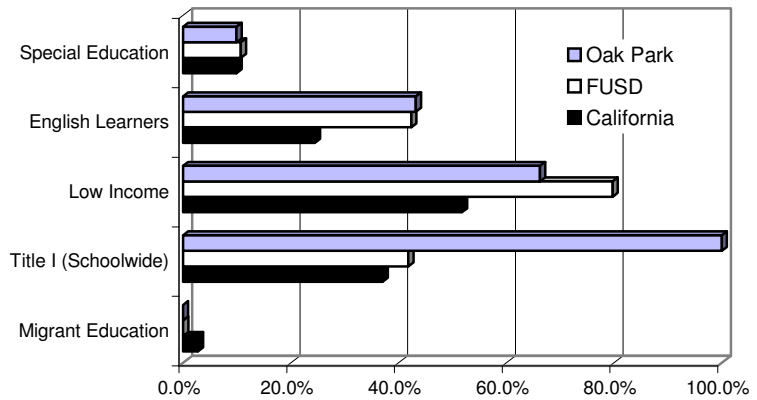
### California English Language Development Test

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.

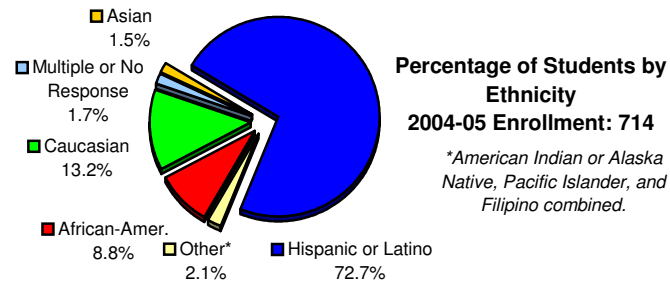
### Standardized State Assessments

Students at 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 the California Achievement Test (CAT/6), California Standards Tests (CST),

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



Source: STAR testing enrollment



District-Administered Assessments						
2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	94%	88%	80%	69%	80%	60%
Writing	N/A	62%	58%	41%	52%	39%
2003-04						
Grade	K	1	2	3	4	5
Reading	95%	72%	27%	25%	28%	32%
Math	96%	85%	86%	71%	70%	50%
Writing	N/A	61%	44%	33%	45%	49%
2004-05						
Grade	K	1	2	3	4	5
Reading	82%	54%	49%	32%	33%	23%
Math	90%	79%	76%	71%	66%	48%
Writing	N/A	55%	53%	42%	39%	37%

### CAT/6 Test Results

#### All Students

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

	Oak Park			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	38	39	21	29	29	27	43	43	41
Math	56	58	54	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)

2004-05

	Oak Park						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	8	*	*	*	21	*	40
Math	38	*	*	*	53	*	73

\*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**

	Oak Park					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	19	23	21	20	*	
Math	52	55	58	54	*	

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

	Oak Park			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	31	34	32	18	20	25	35	36	40
Math	55	56	55	24	23	26	35	34	38
Science		21	23	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.*

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/>.

**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](http://star.cde.ca.gov/).

**Physical Fitness**

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

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.

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

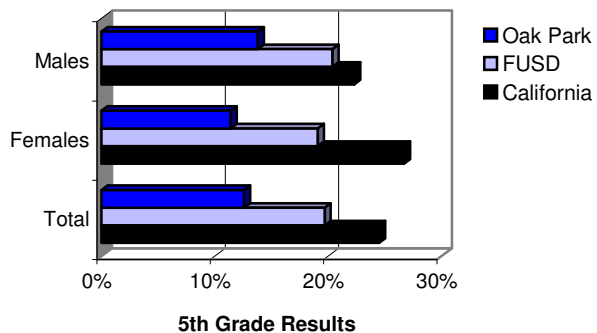
	Oak Park						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	28	*	*		30		45
Math	47	*	*		52		71
Science	25	*	*		21		38
History							

*\*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**

	Oak Park					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	27	37	20	30	4	
Math	55	54	45	50	21	
Science	28	18	9	17	6	
History						

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



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. Oak Park Elementary School met all 2005 AYP criteria and therefore is not required to enter Title I Program Improvement status.

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

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	100	99	100	Percent Tested	99	100	100		
API Base Score	676	750	764	API Growth Score	747	761	745		
Growth Target	6	3	2	Actual Growth	71	11	-19		
Statewide Rank	5	6	7	Eligible for GPA	No	Unfunded	Unfunded		
Similar Schools Rank	7	9	10	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

API Significant Subgroup Results									
Hispanic or Latino									
API Base Score	672	745	748	API Growth Score	743	747	745		
Growth Target	5	2	2	Actual Growth	71	2	-3		
Socioeconomically Disadvantaged									
API Base Score	645	729	743	API Growth Score	727	739	727		
Growth Target	5	2	2	Actual Growth	82	10	-16		

Adequate Yearly Progress (AYP)						
Overall School Results	Oak Park			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	Yes	Yes	Yes	No	No	No
Subgroup Results	Oak Park			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	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	Yes	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	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	No	Yes	No
Special Education	N/A	N/A	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	
	Oak Park
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
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%

the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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, Oak Park Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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/](http://www.cde.ca.gov/ta/ay/).

## 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 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
	<b>Qty.</b>
# of Permanent Classrooms	21
# of Portable Classrooms	8
# of Restrooms (student use)	3 sets
Library	1
Computer Lab	1
Staff Lounge	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 and assistant principal circulate around the campus to greet students and monitor behavior. During recess, noon aides and designated teachers are on the playground to ensure students play safely. At lunch time, four noon aides monitor cafeteria and playground activities. When students are dismissed for the day, both administrators, four noon aides, and designated teachers oversee student pickup, bus loading, and exit areas to ensure students depart safely and in an orderly manner. Oak Park Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed and updated in September 2005, and was discussed with school staff in the fall of 2005. 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 one full-time evening custodian are assigned to Oak Park Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked often throughout the day for cleanliness and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Oak Park 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 February 15, 2006; no emergency repairs were needed and no unsafe conditions were found.

School Site Inspection		
Most Recent Inspection: February 15, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	No	Bldg. A: repair condensation line in HVAC
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	No	Repair roof hatch (Bldg. A); repair possible roof leak in library
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Replace lens cover in library
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

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

Deficiencies noted in the school inspection report were corrected immediately by the 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, Oak Park Elementary did not require deferred maintenance funds for upkeep of campus facilities.

## Classroom Environment

### 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 and more serious disciplinary measures imposed, which include parent conferences, phone calls to parents, counseling, suspension, and in some cases expulsion. Administrators take into consideration the nature of the infraction and past behavioral trends when addressing consequences for unacceptable conduct.

	Suspensions & Expulsions		
	Oak Park		
	02-03	03-04	04-05
Suspensions (#)	35	38	44
Suspensions (%)	4.59%	5.00%	6.16%
Expulsions (#)	0	0	1
Expulsions (%)	0.00%	0.00%	0.14%
	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.

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

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Once a week, Panther Coupons are presented in the classrooms to designated students who have 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 assistant principal monitors students with chronic absences; these students are rewarded weekly with a special prize for attending school five consecutive days. All classrooms that have a perfect attendance record for the day earn a "letter" to complete the spelling of their designated reward (i.e., the class may earn a "C" for their phrase "Ice Cream Party"). When all letters have been accumulated, the students receive the reward that was spelled out with the earned letters.

### Instructional Time

During the 2004-05 school year, all instructional time offered at Oak Park Elementary exceeded state requirements. For the 2004-05 school year, Oak Park Elementary offered 175 days of instruction comprised of 129 regular days and 46 minimum days. Oak Park Elementary utilizes minimum days for staff development, staff meetings, teacher preparation, and parent conferences.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,050	36,000
1-3	52,985	50,400
4-5	52,985	54,000

### Class Size

Oak Park 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 Oak Park Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements,

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

maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods. Five instructional aides rotate in the classroom to help reduce pupil:teacher ratios and help provide individualized instruction.

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	27.5		4	
1	19.8	4	1	
2	18.5	6		
3	20.1	6	1	
4	29.3		4	
5	29.2		4	1
Combo K-3	13.3	3		
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.0		3	
1	19.8	4	2	
2	19.2	6		
3	19.2	6		
4	28.0		3	
5	31.8		4	
Combo K-3	17.7	3		
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.3	2	1	1
1	20.0	4	1	
2	18.8	8		
3	18.5	6		
4	32.0		2	2
5	27.6		4	1

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)

Oak Park 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, Oak Park Elementary held three staff development days that focused on:

- SDAIE\*/ELD\*\* Strategies, Literacy, Vocabulary, and Writing
- Mini Sessions: Literacy and Open Court
- Teaching with an Attitude, Presentation on Conflict, Change, Communication

\*SDAIE: Specially Designed Academic Instruction In English

\*\*ELD: English Language Development

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

Oak Park Elementary's principal works closely with the assistant principal an 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 responsibilities associated with elementary school operations.

Dr. Jinane Annous has been in the educational field for a total of 23 years, serving in the Fontana Unified School District for 16 years, and leading Oak Park Elementary as principal for the most recent 3 years. Prior to joining Oak Park Elementary, Dr. Annous held both administrative and teaching positions in at various schools. Principal Annous holds a doctorate in educational leadership, a master's degree in educational administration, a bachelor's degree in French literature, a lifetime clear administrative credential, and a multiple subject credential.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, grade level team leaders, the Title I teacher, and the resource special teacher. The Leadership team meets once a month to serve as a catalyst for change, discuss staff development needs, analyze student assessment data to identify areas for improvement, and serve as a liaison between administration and teaching staff.

### 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 open from 7:30 a.m. to 4:00 p.m. and is staffed by a full-time librarian. The library features 10,112 titles in English and 121 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Six Internet-accessible computers are available for research and working on class projects. Students visit the library with their class once a week and may visit the library independently before school, during lunch, and after school.

### Technology Resources

During the 2004-05 school year, Oak Park Elementary had a total of 145 computers and all classrooms had Internet access. On average, each classroom has three computers. The school's computer lab features 26 Internet-accessible workstations and is used for whole class instruction. Each teacher determines the method to integrate technology into the language arts, social science, reading, and math curricula. Students use classroom and lab computers which are used for research, keyboarding, graphics presentations, and Study Island (web-based educational program). Each classroom has a teacher's laptop, an LCD projector, and document camera and has access to a SMART Board; state-of-the-art technology equipment is used to enhance instruction through multimedia presentations and accessing web-based educational programs such as Study Island.

### 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. Oak Park 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 one special education teacher and one special education aide who provide full-day instruction in a special day class. One resource specialist teacher and one resource specialist aide provide small group and individualized 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.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Three bilingual aides collaborate with each EL student's teacher to develop instructional strategies to meet language and fluency levels. Bilingual aides provide in-class and pull-out small group instruction focused on helping students with current class lessons, reinforcement of skills, and front-loading subject matter/skills for future lessons. Fourth and fifth grade English Learners (beginning level) participate in the English Language Acquisition Program as a supplement to their standard language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. As a supplement to the language arts curriculum, all students schoolwide are grouped by language level to receive 30 minutes of standards-based English Language Development (ELD) instruction which focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. ELD instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students and high achieving students receive differentiated instruction embedded into the standard curriculum. After-school GATE enrichment activities are in six week sessions and centered around special projects in technology or special interest activities such as Chess.

Oak Park 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:

- Off-track Intersession: students in grades 2-5 who are at Far Below Basic and Below Basic levels on the district assessment matrix receive language arts and math intervention over a two-week period between trimesters. Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons.
- Title I Teacher Tutoring: students at the Basic level on the district assessment matrix receive individualized tutoring in language arts and math to help them improve skills to proficient and advanced levels. Teachers recommend participation.
- Tutoring: individualized tutoring is offered to students at Far Below Basic and Below Basic levels for 45-60 minutes a day three days a week. Teachers recommend participation.

## 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. 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, 1) one of the student teachers (who meet the district's substitute qualifications) will fill the role of the substitute or 2) 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

Oak Park Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

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

	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.5
School Nurse	1	0.4
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH Therapist	1	0.4

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 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.

## Teacher Assignment

For the 2004-05 school year, Oak Park Elementary had 33 teachers who met all credential requirements in accordance with state guidelines.

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

	%
Oak Park	97.0
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

	Oak Park %	FUSD %
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	32.4	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	47.1	48.6
Bachelor's Degree	17.7	14.3
Less than a Bachelor's Degree	2.9	0.7

## Teacher Credentials & Assignments

	Oak Park			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	36	36	34	1818	1780	1911
Teachers with Full Credential	34	34	33	1603	1635	1771
Teachers in Alternative Routes to Certification	1	2	1	120	63	168
Pre-Internship	2	0	0	129	47	9
Teachers with Emergency Permits	2	0	1	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	8	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	8	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	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127