

# Fontana Unified School District

## Live Oak Elementary

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

Patricia Corral  
patricia.corral@fusd.net

#### SCHOOL INFORMATION

36677106035810  
9522 Live Oak Avenue  
Fontana, CA 92335  
(909) 357-5640  
<http://www.fusd.net>

#### SUPERINTENDENT

Miki R. Inbody  
miki.inbody@fusd.net

#### DISTRICT INFORMATION

Fontana Unified School District  
9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-7600

#### BOARD OF EDUCATION

Marcelino "Mars" Serna, President  
Adam Perez, Vice President  
Joe Armendarez, Member  
Jennifer Quezada, Member  
Mary Sandoval, Member  
David Muñoz-Padilla, Student Board Member

#### DISTRICT ADMINISTRATION

Miki R. Inbody  
Superintendent  
Tina Daigneault  
Associate Superintendent,  
Business Services  
Monica Makiewicz, Ph.D.  
Associate Superintendent,  
Teaching & Learning  
Douglas F. Staine, Ed.D.  
Associate Superintendent,  
People Services  
Craig Baker  
Associate Superintendent,  
Student Services

#### SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

#### DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



## DISTRICT STATEMENTS

### DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

### DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

### CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

### CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

### DISTRICT GOALS

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

### SCHOOL STATEMENTS

#### Principal's Message:

I would like to welcome you to Live Oak Elementary School. The School's Accountability Report Card, SARC, will provide you with valuable information regarding student achievement, staff, curricular programs, instructional materials, safety, school environment and facilities.

Live Oak provides a caring and stimulating environment where students can reach their potential. Students receive standards-based instruction from our dedicated professional staff. Through the Professional Learning Community, PLC, process, teachers review student data to monitor progress and refine our instructional programs so that students can achieve academic proficiency. We are proud recipients of both a Bronze and Silver PBIS Implementation Awards from the California PBIS Coalition.

Thank you for trusting our staff with your children. We are committed in providing you and your child our very best. We have many opportunities for you to become part of the Live Oak family. We encourage you to volunteer, join PTA, and School Site Council. We welcome you to attend Coffee's with the Principal, ELAC, English Learner Advisory Committee, and parent trainings throughout the year. Together we are; preparing all students for college, career, and life.

### SCHOOL PROFILE

Student disposition is changing at Live Oak Elementary School as school staff instill a sense of resiliency in the learning environment and instructional programs in the hopes of fostering academic achievement.

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.

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	52.1
Male	47.9
Non-Binary	
American Indian or Alaska Native	
Asian	0.7
Black or African American	2.8
Filipino	
Hispanic or Latino	93.9
Native Hawaiian or Pacific Islander	0.4
White	1.8
Two or More Races	0.4
EL Students	38.9
Foster Youth	0.4
Homeless	1.8
Military	
Socioeconomically Disadvantaged	91.2
Migrant Education	
Students with Disabilities	10.5

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	90
1st	57
2nd	50
3rd	69
4th	61
5th	69
6th	61
Total	457

#### CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**TEACHER ASSIGNMENT**

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	76.64	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	19.70	1.15	12,115.80	4.41
Unknown	5.60	23.36	407.00	23.67	18,854.30	6.86
Total Teaching Positions	24.20	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	89.99	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.29	31.90	1.82	11,953.10	4.28
Unknown	2.30	9.68	87.80	5.02	15,831.90	5.67
Total Teaching Positions	24.00	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

#### FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/21/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	GIRLS RR: 4. LINOLEUM FLOOR STAINED AROUND TOILETS. RM F 16/ 15: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	P- RM 23: 11. NO SKID PAINT IS CHIPPING ON RAMP. RM F 19: 11. PAINT IS CHIPPING ON DOOR. RM K 2: 11. PAINT IS CHIPPING ON EAVES. MPR, P- RM 21, RM 9: 11. PAINT IS CHIPPING ON TRIM.
STRUCTURAL: Structural Damage, Roofs	Good	RM K 2: 12. DRY ROT ON EAVE AT GATE. GIRLS RR: 12. DRY ROT ON FLOORING AT ENTRY. P- RM 22, P- RM 23, P- RM 38: 12. DRY ROT ON SIDING. P- RM 36: 12. DRY ROT ON SOUTH SKIRTING. BOYS RR: 12. DRY ROT ON STAIR SKIRTING. P- RM 21: 12. DRY ROT ON WEST SIDING.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PRINCIPAL: 14. TRIP HAZARD HOLE IN CEMENT ON WALKWAY. RM K 2: 15. FENCE IS BENT AND BROKEN.

#### SCHOOL FACILITIES

##### Age and Condition of Facilities

Live Oak Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1962, the school sits on 9.69 acres and includes a library, 20 permanent classrooms, 21 portable classrooms, two computer labs, two special purpose rooms, a staff lunch room, a teachers work room, and a cafeteria/multipurpose room.

##### Campus Supervision

Breakfast is available each morning in the cafeteria before school starts and is monitored by supervisory aides. When the campus opens for students arriving to school, students are supervised in front of the school and on the playground. During recess, students are supervised on the playground to ensure they play safely. At lunch time, the cafeteria and playground activities are monitored closely. When students are dismissed for the day, they are escorted to the pickup areas. Activity in the bus and parking lot areas and exit gates is supervised by staff to ensure all students depart safely.

The school 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.

##### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors.

The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

One full-time day custodian and two full-time evening custodians are assigned to Live Oak Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds.

Restrooms are checked for cleanliness periodically throughout the day by the custodian. The principal and custodians communicate daily regarding campus maintenance and safety issues. Daily housekeeping and cleaning takes place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

#### Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: replace partitions in restrooms, and replace multiple HVAC units site-wide.

#### Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

#### INSTRUCTIONAL MATERIALS

##### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

##### Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grade: TK / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: World of Wonders (part of the Reading Wonders Program) / Adoption: 2016	Yes (Local)	0
	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
	Grade: 6th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grade: TK / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (Local)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State)	0
	Grade: 6th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
History / Social Science	Grade: TK / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (Local)	0
	Grades: K-3rd / Course: History/Social Science / Publisher: Houghton Mifflin / Series: California Social Studies / Adoption: 2006	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
Science	Grade: TK / Course: Science / Publisher: McGraw Hill / Series: CA Inspire Science for Early Learners / Adoption: 2022	Yes (Local)	0
	Grades: K-5th / Course: Science / Publisher: Imagine Learning / Series: Twig Science / Adoption: 2022	Yes (State)	0
	Grade: 6th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

#### PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

#### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

#### ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	27	34	47
Mathematics (Grades 3-8 and 11)	16	18	33
Science (Grades 5, 8, and 10)	17	16	29



**Assessment Results by Student Group - English Language Arts**

<b>2021-22</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	257	256	99.61	0.39	27.34
Male	133	132	99.25	0.75	21.97
Female	124	124	100.00	0.00	33.06
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	242	241	99.59	0.41	28.22
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	97	96	98.97	1.03	11.46
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	230	229	99.57	0.43	26.64
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	26	26	100.00	0.00	7.69

**Assessment Results by Student Group - Mathematics**

<b>2021-22</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	257	257	100.00	0.00	15.95
Male	133	133	100.00	0.00	14.29
Female	124	124	100.00	0.00	17.74
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	242	242	100.00	0.00	16.53
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	97	97	100.00	0.00	8.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	230	230	100.00	0.00	14.78
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	26	26	100.00	0.00	11.54

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	66	66	100.00	0.00	16.67
Male	32	32	100.00	0.00	21.88
Female	34	34	100.00	0.00	11.76
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	62	62	100.00	0.00	16.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	29	29	100.00	0.00	6.90
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	58	58	100.00	0.00	17.24
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

#### PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

**PUPIL ENGAGEMENT**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

**CHRONIC ABSENTEEISM**

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2021-22</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	489	472	193	40.9
Female	249	242	100	41.3
Male	240	230	93	40.4
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	4	3	0	0
Black or African American	14	14	9	64.3
Filipino	0	0	0	0
Hispanic or Latino	455	442	178	40.3
Native Hawaiian or Pacific Islander	2	2	1	50
White	11	8	4	50
Two or More Races	2	2	1	50
EL Students	195	192	69	35.9
Foster Youth	4	4	2	50
Homeless	10	10	5	50
Military				
Socioeconomically Disadvantaged	447	431	180	41.8
Migrant Education	0	0	0	0
Students with Disabilities	64	62	29	46.8

#### PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### PARENT INVOLVEMENT

Parents are encouraged to become involved in Live Oak Elementary School's learning community. Staff welcome parents' assistance in the classroom and community room. Events such as Back-to-School Night and seasonal festivals provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parent education workshops are offered and designed to share strategies that can help parents effectively establish guidelines in the home and help with homework assignments. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in both English and Spanish. The school publishes a monthly calendar to keep parents informed of all school events. Some teachers prepare weekly class newsletters to update parents on classroom activities and studies. The school web site is a resource for basic information and a portal to teacher web sites. TeleParent™ is an Internet-based telephone messaging system that forwards personalized messages weekly from school to each student's home. The school marquee is used for special announcements and reminders.

#### SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

**SUSPENSIONS AND EXPULSIONS**

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.54	0	0.41	0	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.41	0
Female	0	0
Male	0.83	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.44	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0.45	0
Migrant Education	0	0
Students with Disabilities	1.56	0

#### OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

#### PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

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

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

#### PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

#### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	457

#### AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

#### COUNSELING AND SUPPORT SERVICES

Live Oak Elementary School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services.

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

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Live Oak Elementary School'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.

#### CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

\*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	11	23	18	14	5	5		2	2		1	1
1st	20	29	20	1	3	3	6	2	2		1	1
2nd	18	37	16	1	2	4	6	3	2		1	1
3rd	24	28	25		5	2	6	1	3		1	1
4th	21	36	27	4	2	3	6		2		2	2
5th	20	31	29	6	2	3	7	2	4		2	2
6th	28	21	18	3	6	8		10	10	5		
Other	11	11	8	1	1	1						

#### DISTRICT REVENUE SOURCES

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

#### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,441
School: From Supplemental/Restricted Sources	\$ 1,935
School: From Basic/Unrestricted Sources	\$ 5,506
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-9.1 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-16.5 %

### TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

### SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 80,656
District	\$ 89,523
Percentage of Variation between School & District	-9.9 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	-5.52 %

### DISCIPLINE AND CLIMATE FOR LEARNING

Students at Live Oak Elementary School are guided by school rules and behavior expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others. Live Oak Elementary's discipline philosophy is positive in nature and designed to encourage students to learn from their mistakes.

A progressive discipline model is followed and starts in the classroom. Students continuing to make poor choices in conduct are referred to the principal who takes into consideration past behavior trends and nature of the infraction when determining disciplinary measures for inappropriate conduct.

At the beginning of the school year students receive a back-to-school packet which contains school rules and district policies. During the first few weeks of school, the principal conducts grade level assemblies to discuss behavior expectations, consequences for poor conduct, grade-appropriate sexual harassment policies, and the no-bullying philosophy. Information shared in back-to-school student assemblies is prepared in a newsletter format and sent home with students; parents are required to review the newsletter with their child and then return a signed acknowledgement form to their child's teacher.

Live Oak is a PBIS (Positive Behavior Intervention and Supports) school. We center our student expectations on the following four characteristics: Be Safe, Be Respectful, Be Responsible, and Persevere!

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. To support the Accelerated Reader (AR) program and encourage reading, teachers select the three highest performing students at each grade level every month to be recognized at an assembly. Ten minute outdoor assemblies are held every Monday and include recognition of those students celebrating birthdays in the current week. At the end of each trimester, an awards assembly is held to honor students making improvement in designated areas; parents are encouraged to attend assemblies and support their child's achievements. Honors include:

- Teacher's Choice Awards for excellence, achievement or improvement in any area
- Bobcat Awards for students in grades K-3 for academic excellence
- Principal's Honor Roll for students in grades 4-6 with a GPA of at least 3.25
- Superintendent's Honor Roll for students in grades 4-6 earning straight A's
- Perfect Attendance for students with no absences and no more than one excused tardy.

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