

Fontana Unified School District Oleander Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Julie Hansberger
hansja@fusd.net

SCHOOL INFORMATION

36677106035844
8650 Oleander Avenue
Fontana, CA 92335
(909) 357-5700
<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.

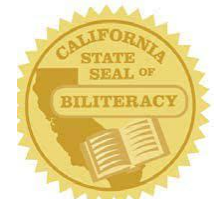
- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school,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

Welcome to Oleander Elementary School!

The Oleander Team is committed to providing the best educational program for our students. The exceptional quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Oleander Elementary School is a welcoming and safe environment where students are actively engaged in their education as well as developing into positive young role models. It is through the support of the Oleander community and the hard work of the Oleander staff that all of our students will be challenged to reach their maximum potential.

Oleander Elementary School believes that cooperation between school and community is imperative for student success.

Administrators, teachers, support staff, parents, students, and community members share this mission. The mission of Oleander Elementary School is to be an engaging school with happy and prepared thinkers formed by a collaborative community (Teamwork).

SCHOOL PROFILE

Oleander Elementary school continues to utilize innovative methods and strategies designed to improve student achievement. Highly trained, professional teaching staff are committed to meeting the individual needs of every student to ensure they meet grade level expectations and state standards. The Oleander Team takes a family approach to meet the social emotional, behavioral, and academic needs of their children. Oleander teachers and support staff work seamlessly together to create a safe and effective learning environment for ALL students.

A state preschool program is on campus and open to eligible 3-4 year old's. There is also a Transitional Kindergarten classroom. Both programs offer 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	47
Male	53
Non-Binary	
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	4.5
Filipino	0.3
Hispanic or Latino	90.8
Native Hawaiian or Pacific Islander	
White	3
Two or More Races	0.6
EL Students	43.3
Foster Youth	0.5
Homeless	4.8
Military	
Socioeconomically Disadvantaged	93.5
Migrant Education	
Students with Disabilities	10.1

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	109
1st	95
2nd	120
3rd	95
4th	115
5th	108
6th	0
Total	642

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)	27.80	83.22	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	16.75	407.00	23.67	18,854.30	6.86
Total Teaching Positions	33.40	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)	29.30	95.14	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	0.00	31.90	1.82	11,953.10	4.28
Unknown	1.40	4.83	87.80	5.02	15,831.90	5.67
Total Teaching Positions	30.80	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:	03/22/2022
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	Fair	P-43, P-44, P-46, P-47: 4. CARPET IS WORN. RM 30: 4. INJURY HAZARD PENCIL SHARPENER COVER IS MISSING. RM 13, RM 4, RM 5: 4. WATER STAIN CEILING TILES. RM K 3: 4. WATER STAIN CEILING TILES IN OFFICE. P-45: 4. CARPET IS WORN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	P- 36: 11. NO SKID PAINT CHIPPING ON RAMP. RM 3: 11. PAINT IS CHIPPING ON CABINET. RM 15: 11. PAINT IS CHIPPING ON DOOR.
STRUCTURAL: Structural Damage, Roofs	Good	P- 35: 12. DRY ROT ON SIDING EXTERIOR VENT IS TORN. P- 33/ OFFICE, P-34, P-39, P-41: 12. DRY ROT ON SKIRTING. P BOYS RR: 12. DRY ROT ON WEST SKIRTING AND TRIM. OUTDOOR COURTS: 12. TRIP HAZARD DEEP CRACKS IN ASPHALT. P-43: 12. DRY ROT ON SIDING.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 31: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM. RM K 3: 15. 6 WINDOW SCREENS ARE MISSING. RM 15: 15. DRY ROT AT BASE OF DOOR.

SCHOOL FACILITIES

Age and Condition of Facilities

Oleander Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1955, the school sits on 8.98 acres and includes a library, a main office, 22 permanent classrooms, 17 portable classrooms, a portable staff lounge/work room and a cafeteria/multipurpose room.

Campus Supervision

Oleander Elementary School has taken measurable steps to improve student safety on campus, including the provision of sufficient staff to monitor student behavior throughout the school day. As students arrive on campus each morning in one of three entrance areas, the principal and/or assistant principal greet students in grades 1-5 being dropped off by their parents/guardians at the front gate. Students then enter the back of the cafeteria where they then decide to eat breakfast first or to participate in Walk-and-Talk. Students in Transitional Kindergarten, Kindergarten students choosing to eat breakfast, all students in one of the two special day classes, and bus riders are dropped off in the bus zone. Students are then escorted by a school site aide to breakfast. Students in Kindergarten that do not want breakfast, enter through the gate at the kinder playground where they are greeted by the bilingual aide(s) and school counselor.

At the morning recess time, eight school site aides are on duty supervising students in a semi-structured recess. Three school site aides provide high interest games as an option for students during their recess time. The other five aides provide active and effective monitoring of those not playing one of the three games offered.

Due to staggered start and dismissal, Oleander has a majority of its Physical Education time in the afternoon. This time is taught by four teachers on a rotating basis.

During lunch, four school site aides and administrators share supervision in the cafeteria and are joined on the playground by two Sports for Learning coaches to ensure students are behaving respectfully, responsibly, and safely.

At the end of the day, teachers in Kindergarten and 1st grade escort their students to the kindergarten playground where students are released to their parents/guardians once the gate is open.

Teachers in grades 2-5 escort their students through grade level exit gates out to the main street. Parents wait across the street or at the cones at the end of the crosswalk to safely allow students to exit the campus. One school site aide is responsible for supervising the bus, three supervise the front of the school, two supervise the Kindergarten playground exit. The principal and assistant principal circulate around the campus, exit area, and outside perimeter to the north and south on Oleander Avenue to ensure students depart in a safe and orderly manner.

Oleander Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office, be board approved volunteers, 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 Oleander 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 periodically throughout the day and cleaned as needed. 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 intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

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

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.

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
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 Matemáticas / Adoption: 2015	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
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
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)	31	34	47
Mathematics (Grades 3-8 and 11)	25	18	33
Science (Grades 5, 8, and 10)	8	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	330	330	100.00	0.00	30.91
Male	167	167	100.00	0.00	27.54
Female	163	163	100.00	0.00	34.36
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	299	299	100.00	0.00	31.44
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	11	11	100.00	0.00	27.27
Two or More Races	--	--	--	--	--
EL Students	126	126	100.00	0.00	19.84
Foster Youth	0	0	0.00	0.00	0.00
Homeless	13	13	100.00	0.00	30.77
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	306	306	100.00	0.00	31.05
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	40	40	100.00	0.00	12.50

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	330	330	100.00	0.00	24.85
Male	167	167	100.00	0.00	25.75
Female	163	163	100.00	0.00	23.93
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	299	299	100.00	0.00	25.42
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	11	11	100.00	0.00	18.18
Two or More Races	--	--	--	--	--
EL Students	126	126	100.00	0.00	15.08
Foster Youth	0	0	0.00	0.00	0.00
Homeless	13	13	100.00	0.00	7.69
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	306	306	100.00	0.00	25.82
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	40	40	100.00	0.00	7.50

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	112	112	100.00	0.00	8.04
Male	59	59	100.00	0.00	6.78
Female	53	53	100.00	0.00	9.43
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0.00	8.08
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	41	41	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	103	103	100.00	0.00	8.74
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	14	14	100.00	0.00	0.00

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	98	98	98	98	98

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.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	719	693	259	37.4
Female	336	327	124	37.9
Male	383	366	135	36.9
Non-Binary				
American Indian or Alaska Native	1	1	1	100
Asian	5	5	0	0
Black or African American	33	33	20	60.6
Filipino	2	2	0	0
Hispanic or Latino	652	627	223	35.6
Native Hawaiian or Pacific Islander	1	0	0	0
White	21	21	13	61.9
Two or More Races	4	4	2	50
EL Students	319	312	83	26.6
Foster Youth	6	6	5	83.3
Homeless	35	34	17	50
Military				
Socioeconomically Disadvantaged	662	645	245	38
Migrant Education	0	0	0	0
Students with Disabilities	94	91	40	44

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 get involved in Oleander Elementary's learning community. Parents may volunteer to help in their child's classroom, the library, or the school office. Events such as Back-to-School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, English Learner Advisory Council, and Parent Teacher Association provide opportunities for parents to have input on curricular programs and financial planning.

Parents are invited to monthly "Bear Chats" sponsored by the principal. These parent meetings are an open forum for parents to discuss their concerns and serve as a training mechanism to teach parents about educational topics such as state standards, test scores, and how to help their child with language arts. Oleander is always looking to add classes based on topics our parents want. Parents may contact the school office at (909) 357-5700 to speak with any of the individuals mentioned herein.

School-to-home communication is published in both English and Spanish. The school website features general information about the school and staff. An electronic marquee displays key information and dates in both English and Spanish. Parent Square and Blackboard Connect are Internet-based telephone messaging systems that forward personalized messages from school staff to each student's home. Progress Reports and report cards are issued each semester; in some cases teachers may contact parents directly regarding student progress.

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	1.08	0	1.25	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	1.25	0
Female	0	0
Male	2.35	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	0.92	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0.63	0
Foster Youth	0	0
Homeless	5.71	0
Military		
Socioeconomically Disadvantaged	1.21	0
Migrant Education	0	0
Students with Disabilities	2.13	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)	1284

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

COUNSELING AND SUPPORT SERVICES

Oleander Elementary School makes every effort to meet the academic, environmental, social/emotional, and physical needs of its students. The school employs a full-time counselor. The counselor provides support services so that students can learn at an optimal level.

An eight-hour Community Aide works with students who have poor attendance. The Community Aide helps to identify the reasons for the poor attendance and works with the students and their families to put solutions in place. In addition to working to improve attendance, the Community Aide works with our parents to become more involved in the life of our school.

Our Student Intervention Team (SIT) addresses 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 unique needs of referred students.

When needed, teachers visit the homes of those students who are considered high risk or at risk; teachers meet with parents to introduce and explain the importance of their child's education and provide materials such as crayons, pencils, scissors, paper, glue, and flash cards to help meet learning needs at home. Follow-up visits are made to evaluate progress, provide additional guidance, solicit parental involvement at school, and answer questions or concerns the families may have.

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. The special education staff at Oleander Elementary 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. This year Oleander is piloting a supplementary Language Arts and Math program to provide even more targeted support to our Special Education population.

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	18	41	31	5	1	4	4	4	3		1	2
1st	19	41	38	2	4	2	10	4	4		1	2
2nd	21	38	41	2	4	3	10	4	4		1	2
3rd	19	40	33	4	4	3	8	4	4		1	2
4th	25	34	57	3	3	3	13	4	4		3	3
5th	25	40	53	4	3	3	14	5	4	1	2	3
6th												
Other	31	26	19			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	\$ 6,507
School: From Supplemental/Restricted Sources	\$ 1,121
School: From Basic/Unrestricted Sources	\$ 5,386
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-11.08 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-18.32 %

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	\$ 82,528
District	\$ 89,523
Percentage of Variation between School & District	-7.81 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	-3.33 %

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Oleander Elementary School are guided by school-wide academic and behavioral expectations. Students are expected to be respectable, responsible and safe. School staff explain and discuss the various types of appropriate and inappropriate school behavior. A progressive discipline approach is taken when students are having difficulty following school expectations. Administrators take into consideration past behavior trends when addressing consequences for poor choices in conduct.

At the beginning of the school year, school rules and behavior expectations are reviewed as follows:

- 1 - shared with students at a behavior assembly,
- 2 - reviewed with parents and students at Back to School Night by the teachers,
- 3 - addressed by the principal in personalized letters and newsletters by the school administration that are posted on the school website

A student handbook which outlines district policies, school rules, and behavior expectations is posted online on the school web site. A hard copy of the handbook is sent home at the beginning of the year. Students and families sign that they received the handbook. The Student Handbook is available upon request in the office as well. At the

beginning of the second semester, students are reminded of the behavior responsibilities at discipline assemblies. Periodic recess assemblies are held to reinforce playground behavior expectations.

During recess, students participate in structured games/sports led by school site aides or free play. Staff have found that structured activities during recess create a positive environment and reduce playground disputes. During lunch recess, grade levels are paired up. While one grade level is in the cafeteria for their meal the other is on the playground for recess and then they switch with their school site aides.

Every student has the opportunity to be recognized for their efforts and demonstrating good character. Students earn a BEAR POINT when showing that they are respectful, Responsible and Safe. Students have the opportunity to spend their Bear Points in the student store, EBear. Students are also recognized through the BEAR of the Month during the Bear Rally or the Awards assemblies at the end-of-the-semester.

On Fridays, teachers submit to the principal the names of students who have made significant improvements, experienced unique accomplishments, or demonstrated outstanding behavior or academic accomplishments. Nominated students' names are announced through Friday Celebrations held as a TEAMS meeting. The principal announces the name of the student and the recognized behavior or accomplishment, then the principal plays the song "Celebration" (recorded by Kool and the Gang). Announcements are made, a PBIS reinforcement message/focus area is addressed, and staff & students are celebrated.

Students look forward to the Friday Celebrations but are encouraged to do their best at all times.