Fontana Unified
Oak Park Elementary
2023-2024 School Accountability Report Card

SCHOOL ADMINISTRATION
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SCHOOL INFORMATION
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SUPERINTENDENT
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DISTRICT INFORMATION
Fontana Unified
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BOARD OF EDUCATION
Adam Perez, President
Danielle Holley, Vice President
Angel Ramirez, Member
Mary Sandoval, Member
Marcelino "Mars" Serna, Member
Adriana-Rene Humber,
Student Board Member

DISTRICT ADMINISTRATION
Miki R. Inbody
Superintendent
Leslie Barnes, Ed.D
Associate Superintendent,
Business Services
Jennifer Bourgeois, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
Human Resources
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.
- Visit the CDE CDE SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- 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.

MORE INFORMATION
This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

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 FOCUS AREAS
- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS
Principal's Message:

The purpose of the School Accountability Report Card is to provide parents and school community with information about Oak Park Elementary School's instructional programs, academic achievement, materials and facilities, and the staff. Information about the Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in the ongoing instructional process. The excellent quality of our program is a reflection of our highly committed staff.

We are dedicated to ensuring Oak Park Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential. Our school has been working hard demonstrating continuous growth in student achievement. In the Spring of 2014, Oak Park Elementary was recognized as a California Distinguished School for the first time in the school's history. As a staff we take great pride in helping our students achieve to the highest levels and preparing them to be college and career ready.

Here at Oak Park we are proud of our growing PTA and parent involvement. Please be sure to join us and get involved in PTA! We are also looking at ways to improve learning at Oak Park. We had every student make MAP growth goals and holding a celebration for all who met their goals. We are excited to get started with RTI (Response to Intervention) program where the teachers regularly look at their data and split the kids into groups to either receive enrichment if they mastered the concept or more direct intervention if it's what they need. It's exciting times at Oak Park where we are doing "whatever it takes" to help your child be successful!

We are working to improve even further in Visible Learning and become a true PLC through implementing a full RTI for the students. Grade levels meet and plan both Visible Learning and Response to Intervention utilizing various assessment tools which guide instruction to give struggling students targeted instruction while enriching those who meet or exceed. We are constructing a daily rotation where students will switch classes to receive their targeted instruction and teams will meet continuously throughout the year to look at data points to ensure students' needs are continuously being met. We are also working to enhance and grow STEM enrichment activities. Several teachers have begun exploring after school STEM activities (including but not limited to programming and use of a 3D printer, various coding activities, time lapse camera experiments, rocketry and engineering, programming Ozobots, and astronomy).

As a staff, we take great pride in helping our students achieve to the highest levels and preparing them to be college and career ready. Our Key Instructional Practices for 2022-2023 are Writing, Visible Learning and an introduction and beginning of STEAM. We have a renewed focus on EL student progress as well. This year we continue with Panther Pride High Five in order to have a continual school wide discussion on correct behavior. It is "Be A Friend, Be Safe, Be Kind, Be Responsible, Be Respectful." We put this on our school shirts and practice daily in the bulletin and the students cite it to the principal every Friday on their way out for their high five!

SCHOOL PROFILE
School staff, students, and parents agree that Oak Park Elementary School is a happy place to be. Expert staff foster a high-energy environment, setting high expectations for students. Attendance is also a high priority and reflected in the outstanding efforts students make to be in their class every day.

Oak Park Elementary School places a strong emphasis in providing high quality first instruction for all of our students and a Response To Intervention Model supported by research based interventions. Additionally, we also provide an effective English Language Development program for English learners so they can experience academic growth as quickly as possible. School staff, parents, and students take great pride in the accomplishments they have experienced together.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	**Percentage**
Female	49.50
Male	50.50
Non-Binary	
American Indian or Alaska Native	
Asian	1.20
Black or African American	2.40
Filipino	1.80
Hispanic or Latino	89.20
Native Hawaiian or Pacific Islander	
White	5.10
Two or More Races	0.30
EL Students	16.50
Foster Youth	0.90
Homeless	0.60
Military	
Socioeconomically Disadvantaged	74.50
Migrant Education	
Students with Disabilities	7.50

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	**Count**
K	71
1st	49
2nd	45
3rd	63
4th	54
5th	51
Total	333

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)	16.90	82.38	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	3.60	17.58	407.00	23.67	18,854.30	6.86
Total Teaching Positions	20.50	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)	19.30	95.10	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	1.00	4.90	87.80	5.02	15,831.90	5.67
Total Teaching Positions	20.30	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	99.89	1,564.80	90.61	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.05	35.40	2.05	11,746.90	4.23
Unknown	0.00	0.00	84.90	4.92	14,303.80	5.15
Total Teaching Positions	18.40	100.00	1,726.90	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	**2021-22**	**2022-23**
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	**2021-22**	**2022-23**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2020-21	**2021-22**	**2022-23**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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	2.20	0.00

INSTRUCTIONAL MATERIALS
Sufficiency of Instructional Materials
Fontana Unified School District held a public hearing on September 4, 2024, and adopted Resolution # 24-32 to certify 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.

2024-25 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 Matematicas / 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: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	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: Twig Education / 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

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.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	03/26/2024
Data Collected:	March 2024
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	P- 27, P- 28: 4. CARPET HAS WAVES. RM 19: 4. FORMICA IS BROKEN ON COUNTER. RM 6: 4. FORMICA IS LOOSE ON COUNTER. HEALTH OFC: 4. WATER STAIN CEILING TILES. ADMIN BLDG: 4. WATER STAIN CEILING TILES IN ENTRY WAY NEAR SKY LIGHT/ ACTIVE LEAKS DURING RAIN (PER STAFF).
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	RM 20: 7. ELECTRICAL CORDS ARE DAISY CHAINED. RM 5: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. RM 3: 7. ELECTRICAL COVER IS BROKEN. P- 23, RM 17: 7. OUTLET COVER IS MISSING.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	RM 10: 9. SINK FAUCET LEAKS AT HANDLE. RM 11: 9. SINK HAS LOW FLOW.
SAFETY: Fire Safety, Hazardous Materials	GOOD	
STRUCTURAL: Structural Damage, Roofs	GOOD	P- 26: 12. DRY ROT ON SIDING/ SKIRTING.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	RM 6: 15. SWING ARM COVER IS MISSING ON DOOR.

SCHOOL FACILITIES
Age and Condition of Facilities
Oak Park Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1989, the school sits on six acres and includes a library/media center, 18 permanent classrooms, eight portable classrooms, two computer labs, a staff lunch room, a teachers' work room and a cafeteria/multipurpose room. Additionally, our school site has a Learning Garden that is maintained by a staff member and our students. The garden facilitates opportunities for the students to see the living cycle of various vegetables and other living science activities.

Campus Supervision
As students arrive on campus in the morning, six noon aides and four teachers share supervision of the student drop-off, cafeteria, bus, and playground areas. The principal circulates around the campus to greet students and parents, monitor behavior, and support supervision assignments. During recess, noon aides and the principal are on the playground to ensure students play safely. At lunch time, the principal and four noon aides monitor cafeteria and playground activities.
When students are dismissed for the day, the principal, two noon aides, and designated teachers oversee student pickup, bus loading, and exit areas to ensure students depart safely. Oak Park Elementary is a closed campus. During school hours, before the start of school, and afterschool, 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 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 inspected three times a day (before school, before lunch, and after school) for cleanliness 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 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: add floor drains in the kitchen, replace partitions in restrooms, add potable water swap to reclaimed water, install shade structure for State Pre-School playground.

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.

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	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	49	56	60	34	35	37	47	46	47
Mathematics (Grades 3-8 and 11)	35	44	44	18	21	23	33	34	35
Science (Grades 5, 8, and 10)	27	29	39	16	17	19	29	30	31

Assessment Results by Student Group - English Language Arts

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	170	167	98.24	1.76	59.88
Male	91	90	98.90	1.10	60.00
Female	79	77	97.47	2.53	59.74
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	152	98.06	1.94	59.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	20	17	85.00	15.00	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	116	97.48	2.52	55.17
Migrant Education	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	36.36

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	170	169	99.41	0.59	43.79
Male	91	90	98.90	1.10	47.78
Female	79	79	100.00	0.00	39.24
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	155	154	99.35	0.65	44.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	20	19	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	118	99.16	0.84	37.29
Migrant Education	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

Assessment Results by Student Group - Science					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	49	49	100.00	0.00	38.78
Male	31	31	100.00	0.00	38.71
Female	18	18	100.00	0.00	38.89
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	29.41
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

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/.

2023-24 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.

Chronic Absenteeism Rate (Percentage)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	370	357	72	20.2
Female	184	178	35	19.7
Male	186	179	37	20.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	13	5	38.5
Filipino	--	--	--	--
Hispanic or Latino	329	316	64	20.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	3	17.6
Two or More Races	--	--	--	--
EL Students	64	61	9	14.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	278	270	61	22.6
Migrant Education	--	--	--	--
Students with Disabilities	33	32	10	31.3

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 Oak Park Elementary School's learning community. While the presence of parents and families on campus has been restricted during the pandemic for safety reasons, we look forward to the opportunity to again welcome parent assistance in the classroom or with awards assemblies and family activities as soon as possible. The School Site Council (SSC), Parent Teacher Association (PTA), and English Learner Advisory Council (ELAC) provide leadership opportunities for parents to have input on curricular programs and financial planning. We are currently encouraging any interested parents to form a PTA. We do have a functioning PTA but need more members and help. Please feel free to contact our office if interested! Events such as Back-to-School Night, Open House, Coffee with the Principal meetings provide opportunities for parents to interact with school staff while supporting their child's academic programs. At monthly Coffee with the Principal meetings, open-forum discussions with the principal are driven by the requests of participating parents.
Parent and teacher partnerships are highly encouraged at Oak Park Elementary School. An avenue that we encourage parents to be involved in our students' educational day is by volunteering in their child's classroom. When parents and adults attend school functions, such as awards assemblies and parent conferences, the message that the children receive is that what they do is very important and highly valued by the parents and school. All school-to-home communication is provided in both English and Spanish. The school site website is updated weekly and also features messages from the principal, highlights activities that are taking place on campus, and announces student recognition winners and parent achievements. Parents may reference the bulletin board posted inside the school office for updated information on committee meeting dates, school events, and important announcements. Some teachers distribute weekly homework newsletters.
At Oak Park, we have also established a Parent Resource Center that is located in our school library. In the parent resource center, there are literacy materials in English and Spanish to help foster literacy at home with the student and parents. We also have core textbooks in Spanish that can be used at home to support homework. All materials are available for parent checkout. As with all other activities, non-student presence on campus continues to be limited until further notice. The Blackboard Connect 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.

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 December 2024. 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.

	Suspension and Expulsion Rates					
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	0.25	0.26	0.00	0.00	0.00	0.00
District	3.27	3.80	2.38	0.04	0.03	0.01
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	666

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	
2023-24	**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	0.3
Resource Specialist (non-teaching)	
Other	

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		
	22	23	24	22	23	24	22	23	24	22	23	24
K	15	18	33	5	2		2	2	2	1	0	1
1st	20	26	28	5	1	1		2	2	1	1	1
2nd	18	22	20	4	3	2	2	2	2	1	1	1
3rd	18	18	23	5	4	3		2	2	1	1	1
4th	30	17	35	2	4	1	2	4	2	2	1	2
5th	29	28	24	3	3	3	3	0	2	2	3	2
Other	17	14	7	1	2	2	1	1			0	

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.
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.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 9,630.35
School: From Supplemental/Restricted Sources	$ 1,413.53
School: From Basic/Unrestricted Sources	$ 8,216.82
District: From Basic/Unrestricted Sources	$ 7,438.96
Percentage of Variation between School & District	10.46 %
State: From Basic/Unrestricted Sources	$ 10,770.62
Percentage of Variation between School & State	-23.71 %

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.

2022-23 Average Salary Information	District	State
Beginning Teachers	$ 56,885.00	$ 56,572.74
Mid-Range Teachers	$ 91,736.00	$ 87,185.69
Highest Teachers	$ 123,294.00	$ 119,664.66
Elementary School Principals	$ 142,090.00	$ 148,486.09
Middle School Principals	$ 144,894.00	$ 154,835.19
High School Principals	$ 153,959.00	$ 170,007.96
Superintendent	$ 310,000.00	$ 338,699.13
Teacher Salaries	30.69 %	31.41 %
Administrative Salaries	4.16 %	4.86 %

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.

2022-23 Average Teacher Salary	
School	$ 106,918.82
District	$ 98,445.00
Percentage of Variation between School & District	8.61 %
All Similar School Districts	$ 94,625.00
Percentage of Variation between School & State	12.99 %

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			
	2022-23	2023-24	2024-25
Number of Professional Development Days	3	3	3

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 complete 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.

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.

DISCIPLINE AND CLIMATE FOR LEARNING

Oak Park Elementary School's behavior management plan focuses on development of positive behaviors and the prevention of inappropriate behaviors. Last year our suspension rate and discipline were ranked in the highest tier according to the California Data Dashboard. 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. Parents are included in behavior management decisions and are expected to cooperate with and support school staff.

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 for further intervention which may include parent conferences, phone calls to parents, counseling, suspension, community service, detention, and in some cases expulsion. Administrators take into consideration the severity of the infraction and past behavior trends when addressing consequences for unacceptable conduct.

At the beginning of the year, school rules and behavior 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 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 semester, students meeting academic, citizenship, and attendance criteria are recognized at an awards assembly; parents are invited to attend.

Oak Park Elementary School understands that attendance is critical to academic success. The principal and attendance clerk monitor students with chronic absences and contacts parents to resolve attendance issues. Students that are in school every day and on time are recognized at our awards assemblies. We continuously reinforce the importance of consistent attendance to our students and families.