

LOCUST ELEMENTARY SCHOOL



Grades K-6
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2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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Contents

Principal's Message
District Goals
School Profile
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
SARC Data and Internet Access
District Expenditures

The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired October 9, 2009, and school facilities information was acquired on August 20, 2009.

Principal's Message



Hello and Welcome to the LOCUST Lion's Den!

At Locust, we are committed to excellence via a high quality academic program and a commitment to ensuring that every child can and will learn. The School Accountability Report Card provides important information for parents and other community members about Locust Elementary School's instructional programs, academic achievement, and resources. It is the goal of Locust's dedicated staff to provide the very best education for all our students. We believe that through high standards for academic achievement and behavior, a quality education will be available to every student.

Our staff believes that all students are "OURS" and we work together as a team to support each child in his or her learning. The support of our families and our community is essential for student success. It is your support that enables us to help your child grow academically and socially. Your involvement is always welcome through groups such as: classroom volunteers, School Site Council, English Learner Advisory Council, and the PTA. Our school needs EVERYONE to be successful. Join us in the education of "OUR" students.

The entire staff of Locust appreciates your support and commitment to the education of your children.

GO LIONS!

School Mission

The mission of Locust Elementary School is to provide all students with an equitable and high quality education thereby developing the foundation for them to become compassionate, responsible, and successful members of society.

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

School Profile

Locust Elementary School is a single-track, year-round school serving 530 students in preschool through sixth grade, including 8% receiving special education services, 42.6% qualifying for English learner support, and 78.3% enrolled in the free or reduced-price meal program. The school is proud of its experienced group of teaching professionals dedicated to improving school programs to meet the individual needs of its students. As a member of the nationwide Reading First program, Locust Elementary School is committed in its efforts to help all students become successful early readers by establishing a high-quality, comprehensive reading curriculum for grades K-3. Parents are a welcome resource and collaborate effectively in supporting school staff, instruction, and programs.

Percentage of Students by Ethnicity

2008-09 Enrollment: 530

African-Amer.	9.1%
Amer. Indian or Alaskan Native	0.2%
Caucasian	8.1%
Asian	1.3%
Filipino	1.7%
Hispanic or Latino	78.8%
Pacific Islander	0.4%
Multiple or No Response	0.4%

Parent Involvement

Parents are encouraged to become involved in Locust Elementary School's learning community by volunteering in the classroom, library, or office, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Family Night, Super Spirit Assemblies, and the Academic Fair provide opportunities for parents to interact with school staff while supporting their child's academic programs. Locust Elementary offers the Community Based English Tutoring program for parents who want to effectively support their child at home. The School Site Council, Parent Teacher Association, English Learner Advisory Council, and the Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parents who want more information about participating in the school community may contact the school office at (909) 357-5650.

School-to-home communication takes place in both English and Spanish. A school newsletter is published monthly and posted on the school website; the newsletter features a message from the principal, upcoming events, class and grade level news, and informational articles. Flyers, notes, Monday envelopes, and the school marquee are used for special announcements and reminders.

TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports, parent conferences, and report cards keep parents up to date on their child's progress at school.

Student Achievement

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

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors

their progress in learning English, and helps determine if they have achieved proficiency in the English language.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Locust Elementary School provided individualized intervention programs for those students not meeting grade level proficiency standards.

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Locust Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students		Achievement Level		
	Scale Score		Basic	Prof.	Adv.
	Calif.	Nat'l			
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

Standardized State Assessments

Students at Locust Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

California Standards Test Results									
All Students									
Percentage of Students Scoring at Proficient & Advanced Levels									
	Locust			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	38	38	48.4	30	34	38	43	46	50
Math	43	48	52.3	27	30	35	40	43	46
Science	35	34	49	23	31	33	38	46	50
History				17	19	25	33	36	41

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

California Standards Test Results							
Percentage of Students Scoring at Proficient & Advanced Levels							
2008-09							
	Locust						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	35.3	*	*	*	47	*	61
Math	61.8	*	*	*	49	*	63
Science	*		*		48	*	*
History							

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

California Standards Test Results						
Percentage of Students Scoring at Proficient & Advanced Levels						
2008-09						
	Locust					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	48	46	37	49	22	
Math	55	48	46	51	25	
Science	50	48	32	49	*	
History						

Academic Performance Index (API)				
Three-Year Performance Comparison				
		API Rank		
		2006	2007	2008
Statewide Rank		4	4	4
Similar Schools Rank		8	8	8
Results	2009 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	783	21	10	32
Ethnic Subgroups				
Hispanic or Latino	774	16	13	32
Other Subgroups				
Economically Disadvantaged	783	22	10	32
English Learners	760	33	5	41

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 46% of elementary and middle school students must be proficient in language arts and 47.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 650 or 1 point in growth.

- Each high school must have a graduation rate of 83.1% or show an increase in the graduation rate of 0.2% over a two-year period.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2008-09**

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Locust	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness

In the spring of each year, Locust Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2008-09**

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Tested			
5th Gr.	17.7	15.2	5.1



No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted

Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Locust Elementary School qualified for Schoolwide Title I funding and is therefore required to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

Title I Program Improvement (PI) Status

	Locust	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2%

The statistical information in this table reflects the PI status during the 2009-10 school year.

School Facilities & Safety

Locust Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1987; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1987
Acreage	10 ac
Square Footage	41,040 sf
	Qty.
# of Permanent Classrooms	22
# of Portable Classrooms	7
# of Restrooms (student use)	3 sets
Library	1
Staff Lunch Room	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

2008-09 Campus Improvement Projects:

- Replaced flooring in kitchen area
- Replaced sprinklers
- Reseeded grass areas

- Remodeled restrooms (portables)
- Painted interior of multipurpose room
- Replaced roofing system
- Replaced carpet in 50% of buildings

Campus Supervision

As students arrive on campus each morning, teachers supervise the bus area and an aide supervises the crosswalk area. The principal is stationed at the front of the school to greet and supervise arriving students. Teachers supervise playground activities. During recess, teachers and two noon aides share supervision of students on the playground. At lunch time, the principal and four noon aides share supervision of students in the cafeteria and on the playground. When students are dismissed for the day, teachers escort students to the front of the school. The principal and assigned teachers are stationed at crosswalk, student pickup, and bus areas to ensure students depart in a safe and orderly manner. Locust Elementary 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.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in February 2009. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Locust Elementary 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. The most recent school inspection took place on August 10, 2009. During the 2008-09 school year, all restrooms were fully operational and available for student use at all times.

Classroom Environment

Discipline & Climate for Learning

Students at Locust Elementary School are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior followed by an explanation of the consequences for making poor choices.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures and consequences are initially applied in the classroom; students who continue to have difficulty following school rules are referred to the principal and more serious disciplinary measures imposed, which include parent conferences, phone calls to parents, counseling, suspension, and in some cases expulsion. Administrators take into consideration the nature of the infraction and past behavior trends when addressing consequences for unacceptable conduct.

	Suspensions & Expulsions		
	Locust		
	06-07	07-08	08-09
Suspensions (#)	9	29	21
Suspensions (%)	1.49%	5.09%	3.96%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	FUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	977	707	1219
Suspensions (%)	4.75%	3.59%	6.39%
Expulsions (#)	10	3	2
Expulsions (%)	0.05%	0.02%	0.01%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

At the beginning of the school year, each student is provided a student handbook which outlines district policies, school rules, and behavior expectations. Grade level playground assemblies and expectations assemblies are held during the first week of school to reinforce school rules. When students return from intersession, a brief assembly is held to revisit school rules and behavior expectations. All sixth grade students are given a student planner which may be used by students to record homework assignments and by parents and teachers as a two-way communications tool.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students who are following school rules, exhibiting positive behavior, or found performing random acts of kindness may be rewarded with

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: August 10, 2009	Good	Fair	Poor
	Work orders have been generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		Rm 22: door drags (WO# 85057).
Interior Surfaces (walls, floors, and ceilings)	✓		Rm 5, 28: carpet repair (WO# 85045). Rm 4, 10, 11, 12, 14, 16, 17, 19, 20, 30, K1, 26 Library, MPR, Admin Entry, Speech Room: replace stained ceiling tiles (WO# 85041). Rm 3, 8, 10, 11, 18, 23, 25, K1, MPR: lamps out. Admin Girls' RR North, MPR Women RR: sink top water damaged (WO# 85049)(WO# 85058). Admin Girls' RR North: ceramic tile repair (WO# 85049). Rm 12: water damaged vinyl tack board (WO# 85051). Rm 13: repair counter top (WO# 85054). Rm 14: cabinet door hinge damaged (WO# 85055). Rm 33: weather strip damaged (WO# 85056). Rm 22: damaged ceiling tiles (WO# 85041). MPR Men RR: laminate missing on sink top (WO# 85059).
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		Rm 27: re-coat ramp (WO# 85042). K1: wood trim loose (WO# 85047). K1: Peeling paint (85048).
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		Portable Boys' RR: right urinal doesn't flush (WO# 85053).
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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. 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.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Locust Elementary School 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 after every recess and cleaned as needed. The principal, custodians, and school office staff communicate daily with hand-held radios regarding campus maintenance and safety issues.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Locust Elementary School received deferred maintenance funds for flooring replacement (a portion of \$55,813) and HVAC repairs (\$2,953).

Caught Being Good tickets from any school staff member. Caught Being Good tickets are submitted into Friday drawings; students whose tickets are pulled in the drawing are recognized over the intercom system and requested to visit the school office to receive prizes such as pencils, folders, and erasers.

Spirit Assemblies are held at the end of each month to recognize students demonstrating outstanding effort. Teachers select one student from their class each month (upper grade teachers select two students) to receive the Student of the Month award. Students modeling good citizenship or experiencing achievement in their academics receive a special certificate of recognition.

At the end of each trimester, students are recognized for outstanding efforts in academics and citizenship. The PTA prepares certificates and collects local restaurant coupons to present to students who maintain perfect attendance for the trimester. The end-of-year awards assembly honors students with trophies for their efforts in earning perfect attendance all year, outstanding academic performance, and exceptional improvement.

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	12.5	6		
1	20.0	4		
2	19.4	5		
3	20.0	4		
4	33.0			2
5	32.0		3	
6	26.7		3	
2007-08				
K	13.5	6		
1	19.8	4	1	
2	17.8	5		
3	19.3	3		
4	32.7		1	2
5	30.3		3	
6	32.7		1	2
2008-09				
K	15.5	4		
1	20.5	2	2	
2	18.3	4		
3	16.5	4		
4	30.7		3	
5	24.7		3	
6	29.5		2	

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Locust Elementary School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

During the 2008-09 school year, Locust Elementary School held three "Buy-Back" (staff development) days that focused on:

- Pacing Guides
- Open Court
- Focused Instruction on Bubble Kids and Spotlight Posters
- SMARTBoard Training
- Data Analysis and Interpretation
- SMART Goal Development
- Assessment and Backward Mapping
- Teleparent Messages Training
- Intervention Plans
- SPARK Training (physical education curriculum)
- Grade Level Collaboration (math, SPARK curriculum, interventions, and student intervention team documentation)

As a supplement to the district's staff development buy-back days, Locust Elementary conducts staff training activities on early release days. During the 2008-09 school year, professional development topics focused on writing instruction, reading comprehension, and English language development strategies.

As a Reading First school, Locust Elementary School's Reading First Coach is an integral part in implementing the K-3 reading program and identifying strategies aimed at improving reading skills. The Reading First Coach provides staff development sessions, supports teachers in the classroom by modeling lessons, and provides input on instructional strategies and classroom practices.

Fontana Unified School 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. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

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

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On June 3, 2009, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #09-36 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 8:25 a.m. to 4:30 p.m. and is staffed by a full-time library specialist. The library features over 8,900 titles in English and more than 300 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, magazines, and books on tape. Five Internet-accessible computers are available for research. Students visit the library with their class once a week and may visit the library independently before school, during lunch, during recess, and after school.

Technology Resources

During the 2008-09 school year, Locust Elementary School had a total of 203 computers. On average, each classroom is equipped with four computer workstations. Students typically use computers for Open Court research and inquiry, Study Island (web-based video resource library), Accelerated Reader testing, Discovery Education, and Accelerated Math testing.

Each teacher determines the appropriate method to integrate technology into the reading, math, social science, and science curriculum. Every classroom is equipped with a teacher's laptop, an LCD projector, a SMARTBoard, and a document camera to enhance the delivery of classroom instruction.

Using available technology tools, teachers are able to develop customized assessments using the OARS (Online Assessment and Reporting System) assessment management system. Teacher-made assessments are aligned to state standards and enable teachers to quickly and efficiently evaluate student progress.

Professional Staff

Teacher Assignment

For the 2008-09 school year, Locust Elementary School had 26 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student

participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Counseling & Support Services Staff

Locust 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 Study Teams (SST) address issues that affect the ability of a student to perform

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	0.8
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.2
Bilingual Aides	2	0.8
Tutor Monitors	2	0.8
Community Liaison	1	0.5

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

Teacher Credentials & Assignments

	Locust				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	28	27	26		1885	1869	1898	
Teachers with Full Credential	28	27	26		1802	1764	1816	
Teachers without Full Credential	0	0	0		83	105	82	
Teachers in Alternative Routes to Certification	0	0	0		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	0	0	0		33	32	26	
Teacher Misassignments - Total	1	0	0	0	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	1	0	0	0	270	32	4	8
Teacher Vacancies	0	0	0	0	0	2	0	4

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Locust	100.0	0.0
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels 2008-09

	Locust	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	42.3	32.4
Master's Degree	0.0	1.5
Bachelor's Degree plus 30 or more semester hours	46.2	49.8
Bachelor's Degree	11.5	14.0
Less than a Bachelor's Degree	0.0	0.9

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. Locust 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.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Locust Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Locust Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Locust Elementary School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (*Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.*)

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2007-08		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

Current Expense of Education per Pupil 2007-08					
Expenditures Per Pupil	Dollars Spent per Student				
	Locust	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,766	\$8,522	79.4%	N/A	N/A
Restricted (Supplemental)	\$1,741	\$2,734	63.7%	N/A	N/A
Unrestricted (Basic)	\$5,025	\$5,788	86.8%	\$5,512	91.2%
Average Teacher Salary	\$75,097	\$66,500	112.9%	\$67,049	112.0%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review Program
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Williams Case Settlement