

LOCUST ELEMENTARY SCHOOL



Grades PreK-6
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2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials and school facilities information were acquired on January 2011.

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!

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 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.

School Profile

Locust Elementary School is a traditional school serving 502 students in preschool through sixth grade, including 9% receiving special education services, 42% qualifying for English learner support, and 78.4% 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. Parents are a welcome resource and collaborate effectively in supporting school staff, instruction, and programs.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	6.4%	Kindergarten	66
Amer. Indian or Alaskan Native	0.4%	Grade 1	67
Caucasian	8.2%	Grade 2	73
Asian	1.6%	Grade 3	79
Filipino	2.0%	Grade 4	63
Hispanic or Latino	81.5%	Grade 5	90
Two or More Races	0.0%	Grade 6	64
Total Enrollment			502

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. Volunteers must obtain clearance and are fingerprinted through the district office. Contact the school office for more information. 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. 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.

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

STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Locust			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	38	47	45	34	38	42	46	50	52
Math	48	51	53	30	35	39	43	46	48
Science	34	49	43	31	33	39	46	50	54
History				19	25	31	36	41	44

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.

STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10

	Locust							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	32	*	*	*	45		48	*
Math	48	*	*	*	51		63	*
Science	*		*	*	35		*	
History								

*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.

STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10

	Locust					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	40	51	32	45	43	
Math	55	50	42	53	60	
Science	48	38	11	43		
History						

Academic Performance Index (API)
Three-Year Performance Comparison

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	4	4	5			
Similar Schools Rank	8	8	9			

Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	10	32	-1	781	731	767
Ethnic Subgroups						
Hispanic or Latino	13	32	2	776	727	715
Other Subgroups						
Economically Disadvantaged	10	32	-1	782	727	712
English Learners	5	41	8	760	703	691

in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language

Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.

• Each high school must have a graduation rate of 90%.

Adequate Yearly Progress (AYP)
Results Reported by Indicator and Compared to District Performance
2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

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

The AYP table in this report illustrates the school's progress in meeting 2009-10 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
2009-10

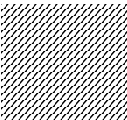
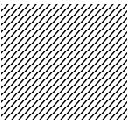
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Tested			
5th Gr.	24.4%	21.2%	6.7%

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 2009-10, 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	0	2008-09
Year in PI	0	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9%

The statistical information in this table reflects the PI status during the 2010-11 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.

2009-10 Campus Improvement Projects:

- Installed door for security in school office
- Ball Walls
- Update technological infrastructure
- Support wireless systems
- All classes have SMARTBoards

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

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, 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 and noon aides 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 2010. 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 March 19, 2010. During the 2009-10 school year, all restrooms were fully operational and available for student use at all times.

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 and one full-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

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: March 19, 2010	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Lamps out in: 27; 5; 25; 26 Library; 15; 20; 23; MPR; Kitchen, & Hallway West. Stained ceiling tiles in: 3; K1; 10; 18; 33, & Teacher Workroom. Replace soap dispenser in: Portable Girls Restroom, & Portable Boys Restroom.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris: MPR Storage West & Admin Storeroom.

Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
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.

At the beginning of the school year, each student is provided the student handbook via the school website, which outlines district policies, school rules, and behavior expectations. Upon enrollment at Locust Elementary, a parent signature confirms receipt and acknowledgement of the student handbook and its contents. Grade level playground assemblies and expectations assemblies are held during the first week of school to reinforce school rules. When students return from winter break, 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 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 two student from their class each month 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 school 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.

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 2009-10 school year, Locust Elementary School received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

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		
	07-08	08-09	09-10
Suspensions (#)	29	21	7
Suspensions (%)	5.09%	3.96%	1.39%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	FUSD Elementary Schools		
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	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.

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				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
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	
2009-10				
K				
1				
2				
3				
4				
5				
6				

2009-10 Data was not available at the time of publication of this report.

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		
2007-08	2008-09	2009-10
3	3	2

During the 2009-10 school year, Locust Elementary School held two "Buy-Back" (staff development) days that focused on:

- SMART Goal Development
- Professional Learning Community Training
- Response to Intervention (RtI)

As a supplement to the district's staff development buy-back days, Locust Elementary conducts staff training activities on early release days. During the 2009-10 school year, professional development topics focused on writing instruction, reading comprehension, and English language development strategies.

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:

- Effective Instruction for English Learners
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency Using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling English Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

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

On October 6, 2010, 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 #10-57 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

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

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 2010-11 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 7:00 a.m. to 4:00 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 2009-10 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 2009-10 school year, Locust Elementary School had 19 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 at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	1.0
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

FTE = Full-Time Equivalent
LSH = Language/Speech/Hearing

Teacher Credentials & Assignments

	Locust				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	27	26	19		1869	1898	1608	
Teachers with Full Credential	27	26	19		1764	1816	1584	
Teachers without Full Credential	0	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Locust	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

Teacher Education Levels

	2009-10	
	Locust %	FUSD %
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	10.0	3.1
Master's Degree	30.0	37.5
Bachelor's Degree plus 30 or more semester hours	60.0	52.1
Bachelor's Degree	0.0	7.0
Less than a Bachelor's Degree	0.0	0.0

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.*)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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.)

Current Expense of Education per Pupil 2008-09					
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	\$6,775	\$6,037	112.2%	N/A	N/A
Restricted (Supplemental)	\$1,681	\$1,650	101.9%	N/A	N/A
Unrestricted (Basic)	\$5,094	\$4,387	116.1%	\$5,681	89.7%
Average Teacher Salary	\$74,319	\$61,647	120.6%	\$68,179	109.0%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received 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