



To graduate all students prepared to succeed in a changing world.

Locust Elementary School

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Preschool - Fifth Grade
 Betty Rose
 Principal

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Fontana Unified School District
Locust Elementary School
2000-2001 Annual School Report Card

A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
 Superintendent of Schools

Principal's Message

Welcome to Locust Elementary School's Accountability Report. I am proud to provide you with information about our school's achievements, resources, students and staff. At Locust, we have made a commitment to provide the best educational program possible for our students. The quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Locust Elementary School is a welcoming environment where students are actively involved in learning.

Student success is enhanced by cooperation between home and school. I hope you will gain a stronger understanding of our school through the information through the information provided in this report so that, together, we can support each student's success.

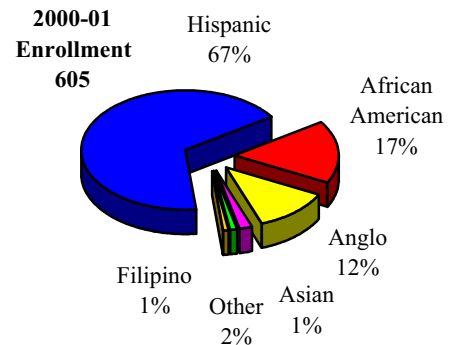
Betty J. Rose
 Principal

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

In 2000-01 Locust Elementary School served 605 students in kindergarten through grade five. The school has now added a sixth grade, and is on a single-track, year round school year. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Locust Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



Discipline

The expectation of Locust Elementary School's faculty and staff is that students will show respect, cooperation, courtesy and acceptance of others. In order to accomplish this, a school-wide discipline policy has been established. Parents and students are informed of this policy at the beginning of each school year through classroom orientation and individual parent handbooks. The school's discipline policy promotes a safe school, a strong classroom environment and a solid foundation on which to build an effective school.

The table below illustrates the number of suspensions and expulsions for the most recent three year period. The percentage refers to how many students were suspended or expelled for every 100 students.

Suspensions and Expulsions						
	Locust Elementary			All Fontana Elementary Schools		
	99	00	01	99	00	01
	Suspensions (#)	57	8	52	738	439
Suspensions (%)	10.5	1.3	8.6	4.1	2.4	3.6
Expulsions (#)	0	0	0	0	3	4
Expulsions (%)	0.0	0.0	0.0	0.00	0.02	0.02

Attendance

Regular attendance at Locust Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Punctuality and promptness are desirable traits to develop. The students of Locust Elementary are expected to be in their seats and ready for instruction at the designated time.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Locust Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Locust Elementary were 95.54% and 94.86%, respectively. Intervention programs that promote attendance include:

- Parent Conferences
- SARB
- Home visits by the site Community Aide

Student Services

Students who are at-risk in academic areas are offered several programs to support their success. These programs include:

- Site Literacy Leader to work with small group reading/writing skills
- Part-time literacy teacher who works with small groups
- English Language Learner aides in the classroom
- Off-track intersessions in language arts and math
- Fast ForWord

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These programs are available to students after school:

- Gifted and Talented Students (GATE) Science, Math and Fine Arts
- Academic tutoring
- Fast ForWord
- English Language Acquisition tutoring

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special classroom presentations throughout the school year. Every month a child is selected from each classroom as Citizen of the Month, and receives lunch with the principal. Other activities, honors, and programs include:

- Principal's Honor Roll
- Honor Roll
- Field Day
- Recitation Celebration
- Science Fair
- History Day
- Math Field Day
- Perfect Attendance Awards
- President's Physical Fitness Awards

Homework

Homework is a fundamental part of the learning process. At Locust Elementary School, students are required to read at least 30 minutes each night. In addition, other academic homework is assigned on a regular basis for all grade levels. Students are expected to complete their homework assignments. Parents are encouraged to provide support for their children in completing and returning homework.

Class Size

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

Class Size Distribution												
Number of Classrooms by Size												
	Average Class Size			Classrooms containing								
				1-20 Students			21-32 Students			33+ Students		
	99	00	01	99	00	01	99	00	01	99	00	01
Kind.	20	18	20	2	4	4	1	-	-	-	-	-
1st	20	19	20	4	3	2	-	-	3	-	-	-
2nd	17	20	20	5	3	4	-	-	-	-	-	-
3rd	18	20	20	4	5	5	-	-	-	-	-	-
4th	31	28	24	-	-	1	2	3	3	-	-	-
5th	34	26	32	-	-	-	-	3	1	3	-	3
K-3rd	20	19	*	3	4	-	-	-	-	-	-	-
4th-5th	34	30	*	-	-	-	-	1	-	1	-	-

- No Classrooms containing specified number of students
* No combined classrooms

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Locust Elementary either met or exceeded state requirements. Locust Elementary provides instruction for Kindergarten - Fifth Grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher. Fontana Unified School District's curriculum focus is on language arts and mathematics, and students receive ten hours of instruction in each of these areas per week. Students receive instruction in science, social science, art, and physical education in the remaining time. Students in grades four and five receive additional specialized instruction in the areas of science, music, and physical education by appropriately credentialed teachers.

Instructional Minutes by Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,050
1st-3rd	50,400	53,905
4th-5th	54,000	55,275

Minimum Days

For the 2000-01 school year, Locust Elementary offered 180 days of instruction comprised of 142 regular days and 38 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Locust Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

Textbooks & Instructional Materials

Fontana Unified School District provides Locust Elementary with textbooks and supplemental materials to support the school's instructional program. All textbooks are adopted within the seven year adoption cycle determined by

the State of California. During district textbook adoption, a district committee comprised of teachers and administrators selects a state approved textbook series for piloting, after which a selection is made for district-wide use.

Locust Elementary students have access to an abundance of instructional materials and books including good literature in the classrooms and the school library. Manipulatives, models and "hands-on" equipment are available for mathematics and science instruction.

School Facilities & Safety

Locust Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1987, and include the Multi-Purpose Room, Library, and 33 classrooms, which are all up-to-date and provide adequate space for students and staff.

Safety of students and staff is a primary concern of Locust Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

In 1996-97, the Comprehensive School Safety Plan was developed by administrators, teachers, parents, and staff to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the School Safety Plan include child abuse reporting procedures, sexual harassment policies, disaster response procedures, discipline policies, dress code, and campus and bus rules

The School Site Council evaluates the plan annually and updates the plan as needed. The plan was last updated on May 17, 2001, and is reviewed with the school staff in the spring. An updated copy is available to the public at the school office.

Other Support Services

It is the goal of Locust Elementary School to assist students not only in their academic development, but also in their social, physical and personal development. School and community resources are available to students and parents. Included in these services are a health clerk (0.5 FTE), school nurse (0.2 FTE), psychologist (0.5 FTE), and speech and language specialist (0.5 FTE). In addition, the district provides an immunization clinic and the Fontana Unified School District Police Department. The following resources are available to Locust families: San Bernardino County Department of Mental Health, City of Fontana Police Department, Child Protective Services, and the DARE program.

Student Achievement & Testing

District assessments are given to all Locust Elementary students three times during the school year. These assessments are in Language Arts and Math. Developed by the district, these assessments are written to address achievement in meeting state standards. Student growth is measured from year to year.

Student progress is evaluated using district assessment results, state assessment scores and trimester grades. Students who are identified as being "at-risk" are offered various intervention programs to support their success in reaching grade-level standards

Standardized State Testing

Locust Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison. The California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

California Standards Results % of Students At or Above Standards (Proficient and Advanced) 2001				
All Students	English/Language Arts			
	2	3	4	5
Locust Elementary	21	17	9	16
Fontana USD	13	12	14	11
California	32	30	33	28
Subgroups				
Gender				
Male	23	18	7	13
Female	20	17	11	20
Ethnicity				
<i>Data currently unavailable</i>				
Language Fluency				
English Learners (EL)	11	10	0	4
Non EL	25	21	13	20
Migrant Education				
<i>Data currently unavailable</i>				
Socioeconomic Status				
SED	13	9	10	12
Non SED	42	29	9	21

SED = Socioeconomically Disadvantaged.

SAT-9 Results 1999, 2000, 2001 % At or Above National Average												
All Students	Reading											
	2			3			4			5		
	99	00	01	99	00	01	99	00	01	99	00	01
Locust Elementary	25	31	37	18	24	31	16	25	19	29	28	26
Fontana USD	24	24	29	21	24	24	21	23	26	22	21	24
California	44	49	51	41	44	46	41	45	47	42	44	45
All Students	Math											
	2			3			4			5		
	99	00	01	99	00	01	99	00	01	99	00	01
Locust Elementary	34	52	46	32	37	44	19	37	25	24	30	50
Fontana USD	33	36	42	32	38	45	27	31	39	24	30	38
California	49	57	58	48	56	59	44	51	54	45	50	54

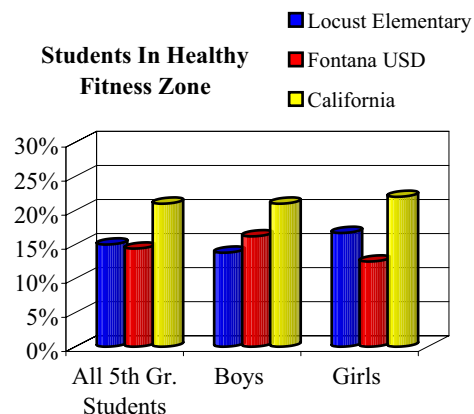
SAT-9 Subgroup Results 2001 % At or Above 50th Percentile								
Gender	Reading				Math			
	2	3	4	5	2	3	4	5
Male	35	30	18	22	51	45	29	43
Female	39	32	21	30	41	43	20	60
Ethnicity								
African American	*	35	27	18	*	24	20	23
Hispanic	35	29	14	24	45	47	24	48
Anglo	*	38	46	36	*	46	42	79
Language Fluency								
English Learner (EL)	30	17	6	4	52	33	15	30
Non EL	40	37	25	33	45	48	30	58
Socioeconomic Status								
SED	32	19	17	20	44	44	20	39
Non SED	50	48	23	33	54	43	31	67
Migrant Education								
<i>Data Not Reported</i>								

SED = Socioeconomically Disadvantaged.

**Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

Physical Fitness

In the spring of each year, Locust Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is



a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

Based on its API scores in the Spring of 2000, Locust Elementary School received the Governor's Performance award in the amount of \$37,802 and the Staff Incentive Award in the amount of \$29,571.

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Locust Elementary had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	99	00	01
Fully Credentialed	27	31	26
Emergency Credentials	4	1	2
Waiver	1	0	2
Total Teachers	32	32	30
Working Outside Subject	0	0	0
Average Years Teaching	9.7	10.6	11.5
Average Years in District	7.9	8.7	8.5

Locust Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 32 employees: 43.8 percent with 30+ additional units beyond their bachelor's degree and 46.8 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Resource Specialist (1 full-time)
- Resource Specialist Aide (1 part-time)
- Special Day Class Teachers (3 full-time)
- Bilingual Aides (2 part-time)
- Instructional Aides (6 part-time)
- Adaptive PE Specialist (1 part-time)
- Music Teacher (1 part-time)
- Library Specialist (1 full-time)

Teacher Evaluation & Professional Development

Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. Staff at Locust Elementary had the option to participate in three staff development days each year during the 2000-01, 1999-00, and 1998-99 school years.

All Students	Base		Growth		
	1999	2000	1999	2000	
Percent Tested	100	99	Percent Tested	99	98
API Score	475	546	API Growth Score	546	591
Growth Target	16	13	Actual Growth	71	45
Statewide Rank	2	3	Eligible for Awards	Yes	Yes
Similar Schools Rank	1	4	Eligible for II/USP	No	No
Subgroups					
Hispanic or Latino					
Base API Score	451	528	API Growth Score	528	571
Growth Target	13	10	Actual Growth	77	43
Anglo					
Base API Score	634	654	API Growth Score	654	654
Growth Target	13	10	Actual Growth	20	0
Socioeconomically Disadvantaged					
Base API Score	345	497	API Growth Score	497	548
Growth Target	13	10	Actual Growth	152	51
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

Substitute Teachers

The district currently has a pool of approximately 250 substitute teachers. Most substitutes have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. Periodically, Locust Elementary has trouble obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, credentialed teachers or administrators fill the vacancy at the school site.

Curriculum Implementation and Teacher Training

All curriculum development at Locust Elementary School revolves around the California State Content Standards and Frameworks. Teachers work in consort with the district to align classroom curriculum with State Standards to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of curriculum is an ongoing process.

Fourth and fifth grade curriculum is enhanced by enrichment classes. These classes, offered once a week, focus on music and physical education.

In 2000-01, Fontana Unified School District developed and adopted a standards-based report card. The report card gives parents a clear message about how their children are performing in relation to the state standards in all areas of the curriculum. In addition, work habits and social skills are evaluated and reported.

Fontana Unified School District offers several programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. District support teachers and teaching consultants offer coaching and teacher support through the pre-intern, intern and BTSA programs. In addition, Fontana Unified School District has a Peer Assistance and Review (PAR) program which is designed to assist new and veteran teachers in improving student achievement.

All Locust Elementary School staff are encouraged to attend workshops and conferences. Staff development at the school site during the 2000-01 school year focused on analysis of school practices, development in teaching reading, math problem solving and effective classroom management.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines

what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) that monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

Quality of Instruction & Leadership

Leadership at Locust Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Locust Elementary's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

Staff members and parents participate on district and school committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These include:

- School Site Council
- District School Site Council
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Parent Teacher Association
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school. During the 2000-01 school year, the School Site Council played an active role in developing the school plan, approving the school budget, advising the principal and staff of concerns and observed needs, and supporting good practices for the children of the school.

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student* 1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

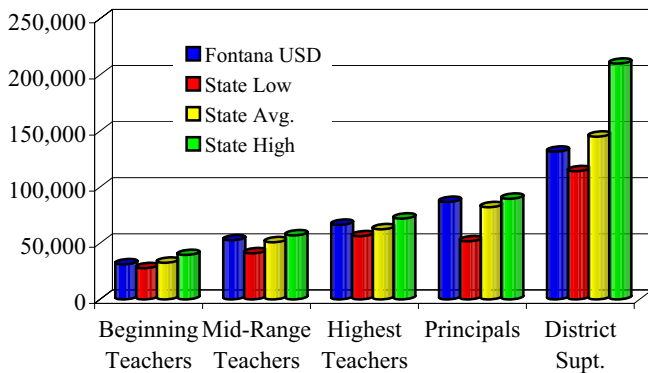
**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid.

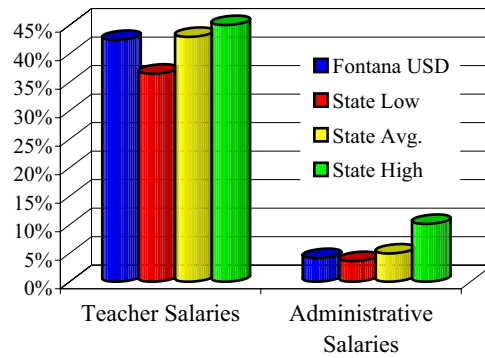
Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Percentage of Budget
Teacher and Administrative Salaries
1999-00**



Contact Information

Parents who wish to participate in Locust Elementary’s leadership teams, school committees, school activities, or become a volunteer may contact the school office or Kristine Hickman, the school Project Specialist, at (909) 357-5650.

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