



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

Locust Elementary School

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Preschool - Sixth Grade
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Fontana Unified School District

Locust Elementary School

2002-2003 Annual School Report Card

A Message from the Superintendent

Ensuring academic success for all students hinges on a close working relationship between home and school. It is critically important that you as parents/guardians know about your child's school and the outstanding accomplishments of its students and staff. It is our hope you will review this information and utilize it as appropriate.

Debra A. Bradley, Ed.D.
Superintendent of Schools

Principal's Message

Locust Elementary School shares the mission of our district in seeking to support all students toward academic success. Each faculty and staff member has made a commitment to provide the best educational program possible. Together we are working to build the foundation for compassionate, responsible and successful lives for each of our students.

The strongest foundation is built when school and home cooperate together for success. As you read this report, you will gain a better understanding of our school. This, in turn, will help you work with us to most effectively guide your student's progress. I appreciate your support and welcome comments and questions that you may have.

Betty J. Rose
Principal

School Profile

In 2002-03 Locust Elementary School served 666 students in kindergarten through sixth grade 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 & Climate for Learning

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.

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Locust Elementary School. For each day a student is absent, the school loses \$37 in state funding. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Incentives and awards are given to students throughout the year for improved attendance.

The table below illustrates the incidents of suspension and expulsion for Locust Elementary School, and the combined total for all elementary schools in the Fontana Unified School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total

2002-03 Enrollment: 666	
	%
Male	50.8%
Female	49.2%
English Learners	32.7%
Non English Learners	68.9%
SED [^]	79.9%
Students with Disabilities	14.1%
Migrant Students*	1.0%
African American	13.5%
American Indian	0.2%
Asian	0.8%
Filipino	0.9%
Hispanic	73.0%
White (not Hispanic)	11.7%

[^]SED - Socioeconomically Disadvantaged
*Source: STAR testing enrollment

number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

Suspensions and Expulsions						
	Locust			FUSD Elementary Schools		
	01	02	03	01	02	03
Suspensions (Cases)	52	35	75	688	1,016	1,030
Expulsions (Cases)	0	0	0	4	14	13
Suspensions (%)	8.6	4.9	11.3	1.8	2.6	2.6
Expulsions (%)	0.00	0.00	0.00	0.01	0.04	0.03

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 2002-03 school year 100% of all K-3 classrooms participated in this program. Kindergarten classrooms participate in CSR Option 2.

	Class Size Distribution											
	Average Class Size			Number of Classrooms								
	01	02	03	1-20 Students			21-32 Students			33+ Students		
K	20	21	22	4	4	4	-	-	-	-	-	-
1st	21	21	21	5	4	3	-	-	-	-	-	-
2nd	20	21	20	4	5	4	-	-	-	-	-	-
3rd	20	19	19	5	5	4	-	-	-	-	-	-
4th	24	28	31	1	1	-	3	4	3	-	-	-
5th	33	25	32	-	1	-	1	3	2	3	-	1
6th	-	26	17	-	1	2	-	4	4	-	-	-
Combo K-3rd	-	-	20	-	-	2	-	-	-	-	-	-

- No classrooms containing specified number of students.

Instructional Time

During the 2002-03 school year, all instructional minutes offered at Locust Elementary exceeded state requirements. For the 2002-03 school year, Locust Elementary offered 180 days of instruction comprised of 138 regular days and 42 minimum days. Locust Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

	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

Textbooks & Instructional Materials

Locust Elementary ensures that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks for classroom use.

All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks and are selected from the state's list of adopted materials.

District-Adopted Textbooks		
Subject	Publisher/Series	Grade Levels
Language Arts		
	SRA/McGraw-Hill: <i>Open Court Reading</i>	K-5
	Hampton Brown: <i>Into English</i>	K-5
	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	6
	Hampton Brown: <i>High Point</i>	6
Math		
	Scott Foresman: <i>California Mathematics</i>	K-5
	McDougal Littell: <i>Mathematics</i>	6
Science		
	McGraw-Hill	K-3
	Houghton Mifflin	4-5
	Prentice Hall	6
Social Science		
	Houghton Mifflin	4-6

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 a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and recess periods, by teachers, classified staff, and school administrators.

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 197 of 1997. The plan was last updated in June of 2003 and was reviewed with the staff in September of 2003. 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
- Conflict resolution

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 counselor (0.5

FTE), health assistant (0.5 FTE), school nurse (0.2 FTE), psychologist (0.4 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, and Child Protective Services.

Teacher Assignment

For the 2002-03 school year, Locust Elementary had 31 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	01	02	03
Fully Credentialed	26	32	31
Working Outside Subject	0	0	0
Emergency Credentials	2	2	2
Interns	1	0	0
Waivers	1	0	0
Total Teachers	30	34	32

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. Periodically, Locust Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.

Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Training & Curriculum Improvement

All training and curriculum development activities at Locust Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2002-03 school year to support the adoption of new curriculum or the implementation of new programs including:

- Six Traits of Writing
- Step Up to Writing
- Accelerated Reader
- Understanding Effective Instructional Strategies

- Understanding Cultural Differences
- Teacher Expectations & Student Achievement (TESA)

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2002-03 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Site Literacy Leader to work with small group reading/writing skills
- Part-time literacy teacher who works with small groups
- Homework Club
- English Language Learner aides in the classroom
- Off-track intersessions in language arts and math
- Fast ForWord
- Gifted and Talented Students (GATE) Science, Math and Fine Arts
- Academic tutoring
- Fast ForWord
- English Language Acquisition tutoring
- Resource Specialist Program
- Special Day Class
- Special Education classes for the emotionally disturbed and severely handicapped

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.

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 (PTA)

- 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 2002-03 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 2001-02 school year, Fontana Unified School District spent an average of \$6,309 to educate each student.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
All Unified School		
Fontana USD	Districts	All Districts
\$6,309	\$6,767	\$6,719

**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 2002-03 school year, Locust Elementary had the following categorical programs:

- Title I (Schoolwide)
- Special Education
- Miller Unruh
- Educational Technology Assistance
- Instructional Materials
- Gifted and Talented Education (GATE)
- School Improvement Program (SIP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- Home-to-School Transportation

Salary and 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		
2001-02		
	Fontana USD	State Average
Beginning Teachers	\$35,236	\$35,980
Mid-Range Teachers	\$59,381	\$57,139
Highest Teachers	\$74,936	\$73,953
Elementary Principals	\$91,794	\$100,810
Middle School Principals	\$90,720	\$100,810
High School Principals	\$102,384	\$100,810
Superintendent	\$162,608	\$171,096

Salaries as a Percentage of Total Budget		
Teacher Salaries	43.6%	43.3%
Administrative Salaries	5.6%	5.2%

Contact Information

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

Student Achievement & Assessment

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

In 2002-03, district language arts and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards.

Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

Standardized State Testing

Locust Elementary participates in California's mandatory Standardized Testing and Reporting (STAR) program that utilizes norm referenced tests (CAT/6 in 2003 and SAT/9 in preceding years) and criterion referenced tests (California Standards Tests). The CAT/6 measures achievement in comparison to a national sample; the California Standards Tests aid in determining student proficiency of the California State Content Standards.

STAR results for Locust Elementary are located on page five; state and district results on the California Standards Tests are located on pages six and seven.

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 measures each student's ability to perform fitness tasks in six major areas. 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).

% of Students in Healthy Fitness Zone			
2002-03			
Grades 5	Locust	FUSD	California
5th Grade Total	14.3	15.5	23.1
5th Grade Boys	17.0	17.2	21.7
5th Grade Girls	11.1	13.6	24.5

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 STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

CAT-6 Norm Referenced Test 2003 % At or Above 50th Percentile										
	Reading					Math				
	2	3	4	5	6	2	3	4	5	6
All Students	22	18	21	30	36	42	32	33	37	29
Locust Elementary	22	18	21	30	36	42	32	33	37	29
FUSD	32	20	19	27	31	43	41	34	40	38
California	46	34	35	40	45	57	52	48	49	57
Subgroups										
Male	21	18	13	30	38	49	34	27	35	30
Female	22	19	27	30	33	33	30	37	38	28
English Learners	10	0	3	8	19	30	20	17	20	26
Non English Learners	30	32	28	37	42	50	42	39	42	31
SED^	20	11	16	19	37	40	29	29	28	31
Non SED	31	39	42	55	50	43	47	59	24	
African American	14	9	13	24	31	31	9	20	24	25
Hispanic	17	11	18	25	38	40	31	32	38	32
White (not Hispanic)	*	73	47	55	*	*	64	47	36	*

^SED - Socioeconomically Disadvantaged
*Due to the moderate number of students tested, scores are not disclosed.

SAT-9 Norm Referenced Test 2001, 2002 % At or Above 50th Percentile													
	Reading						Math						
	2	3	4	5	6	2	3	4	5	6			
All Students	01	02	01	02	01	02	02	01	02	01	02	01	02
Locust Elementary	37	24	31	29	19	33	26	16	36	46	34	44	51
FUSD	29	36	24	26	26	25	24	26	27	42	47	45	50
California	51	53	46	47	47	49	45	46	48	58	62	59	62
Subgroups													
Male	35	21	30	28	18	38	22	15	30	51	38	45	52
Female	39	26	32	30	21	29	30	18	45	41	30	43	49
English Learners	30	9	17	11	6	19	4	4	18	52	22	33	52
Non English Learners	40	33	37	37	25	39	33	21	43	45	41	48	50
SED^	32	21	19	20	17	24	20	12	28	44	27	44	45
Non SED	50	33	48	54	23	59	33	24	53	54	55	43	67
African American	*	*	35	*	27	27	18	27	27	*	*	24	*
Hispanic	35	18	29	25	14	32	24	9	32	45	31	47	50
White (not Hispanic)	*	46	38	64	46	43	36	43	75	*	62	46	55

^SED - Socioeconomically Disadvantaged
*Due to the moderate number of students tested, scores are not disclosed.
Locust Elementary did not enroll sixth grade students in 2001

California Standards Test (CST) 2001, 2002, 2003 Combined % of Students Performing at Advanced & Proficient Levels												
	English/Language Arts					Math						
	2	3	4	5	6	2	3	4	5	6		
	All Students	01	02	03	01	02	03	01	02	03	02	03
Locust Elementary	21	11	11	17	18	9	9	23	17	16	11	28
Subgroups												
Male	23	7	14	18	18	8	7	25	13	13	10	25
Female	20	15	9	17	16	11	11	20	19	20	13	32
English Learners	11	0	3	10	4	0	0	16	3	4	0	8
Non English Learners	25	19	18	21	23	16	13	25	21	20	15	34
SED^	13	7	6	9	8	8	10	14	14	12	11	20
Non SED	42	24	38	29	43	13	9	47	26	21	12	48
Students with Disabilities	*	*	*	0	*	9	0	0	0	0	18	0
African American	*	7	* 8	19	7	20	12	21	13	* 36	* 8	9
Hispanic	7	11	13	4	21	14	6	28	14	10	10	40
White (not Hispanic)	31	*	45	38	21	33	29	45	* *	46	*	45

^SED - Socioeconomically Disadvantaged
*Due to the moderate number of students tested, scores are not disclosed.
Locust Elementary did not enroll sixth grade students in 2001.
2001 testing data unavailable from the State Department of Education.

Academic Performance Index (API)													
	Base 2000	Growth Target	Actual Growth	Growth 2000-01	Base 2001	Growth Target	Actual Growth	Growth 2001-02	Base 2002	Growth Target	Actual Growth	Growth 2002-03	
All Students	546	13	45	591	599	10	0	599	613	9	33	646	
Subgroups													
SED^	497	10	51	548	556	8	0	556	573	7	52	625	
Hispanic	528	10	43	571	583	8	4	587	609	7	26	635	
White (not Hispanic)	654	10	*	*	*	*	*	*	*	*	*	*	
	2000	2001	2002	Eligible for Governor's Performance Award				2001	2002	2003			
Percent Tested (Base)	99	98	100	Eligible for II/USP Program				Yes	No	Yes			
Percent Tested (Growth)	98	100	99	Applied for II/USP Program				No	-	-			
Statewide Rank	3	3	3	Received II/USP Funding				No	--- Not funded ---				
Similar Schools Rank	4	4	4					No	--- Not funded ---				

^SED - Socioeconomically Disadvantaged
*Only numerically significant subgroups for each reporting period are required to be presented in this report card.

In this report, three years of English/Language Arts and two years of Mathematics scores are reported. At the eighth grade and high school levels, students take End of Course exams in each subject area completed. The Mathematics results reported include the combined scores of all grade levels taking the tests. Summative results for End of Course exams are only available for 2003. For detailed course and grade level results, please visit the STAR website: <http://star.cde.ca.gov>.

California Standards Test (CST)												
2002, 2003												
Combined % of Students Scoring at Advanced & Proficient Levels												
MATHEMATICS - District and State Results												
	Grade-Level Mathematics Standards						Subject-Area Mathematics Standards					
	2	3	4	5	6	7	General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math	
	02 03	02 03	02 03	02 03	02 03	02 03	03	03	03	03	03	
All Students												
FUSD	29 43	23 36	18 34	17 28	20 20	17 17	1	9	18	24	39	
California	43 53	38 46	37 45	29 35	32 34	30 30	20	21	26	29	43	
Subgroups												
Male												
FUSD	30 46	24 36	19 33	17 29	19 18	16 15	0	8	20	24	37	
California	45 54	39 47	38 46	30 35	33 35	29 29	20	21	28	32	47	
Female												
FUSD	27 40	23 36	17 35	18 27	21 20	19 18	3	11	16	22	41	
California	41 51	36 43	37 46	28 35	32 34	29 30	20	22	24	26	40	
English Learners												
FUSD	25 38	19 30	9 24	9 17	6 7	5 4	0	3	8	8	*	
California	27 37	22 30	18 29	10 15	11 11	9 8	9	9	11	19	24	
Non English Learners												
FUSD	32 48	28 43	24 41	22 35	26 26	24 22	1	12	19	24	41	
California	52 61	46 53	46 53	37 42	39 42	35 36	25	24	29	30	44	
SED^												
FUSD	28 41	22 35	16 32	15 26	17 16	14 15	0	8	18	27	35	
California	30 41	25 34	24 33	16 22	19 19	16 16	13	13	13	17	23	
Non SED												
FUSD	36 52	29 49	28 53	25 39	27 28	24 21	2	11	18	22	41	
California	61 69	55 62	54 62	45 50	48 50	41 43	27	26	32	33	48	
Migrant Education												
FUSD	30	30	23	15	4	2	*	3	11	*	*	
California	22 31	17 26	16 25	11 15	13 15	11 12	10	9	8	9	9	
Students with Disabilities												
FUSD	18 26	10 19	8 14	8 11	7 7	5 5	0	4	9	9	23	
California	27 31	21 24	18 20	12 12	9 9	6 6	5	6	10	19	7	
African American												
FUSD	31	25	28	20	13	8	0	7	8	11	*	
California	29 37	23 29	22 29	15 19	15 17	13 12	10	9	8	11	13	
American Indian												
FUSD	31	56	41	38	14	8	*	6	14	*	*	
California	40 50	32 39	31 37	24 28	26 28	22 22	19	16	23	24	28	
Asian												
FUSD	54	51	57	57	48	35	*	19	30	24	39	
California	66 75	65 73	65 74	56 64	61 63	59 60	39	48	48	50	65	
Filipino												
FUSD	52	77	71	70	31	38	*	20	24	36	*	
California	57 67	54 64	53 63	41 51	46 47	41 42	31	27	27	23	34	
Hispanic												
FUSD	43	37	32	27	19	16	2	8	19	24	32	
California	30 40	25 33	24 33	16 22	19 19	15 16	13	11	11	14	18	
Pacific Islander												
FUSD	53	31	40	22	38	7	*	15	*	*	*	
California	52	45	45	31	31	26	20	16	20	24	29	
White (not Hispanic)												
FUSD	50	44	41	34	30	26	0	14	26	22	70	
California	61 71	55 61	53 61	44 49	48 52	43 44	33	30	35	32	47	

^SED - Socioeconomically Disadvantaged

*Due to the moderate number of students tested, scores are not disclosed.

STAR testing data unavailable from the California Department of Education.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, and migrant students. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, schools and districts must achieve the following:

Elementary and Middle Schools: A 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% in Mathematics on California Standards Tests (CST), a 95% or above participation rate on the CST (grades 2-8), and an API of 560 or one point of API growth each year.

High Schools: An 11.2% at-or-above proficiency rate in English/Language Arts and 9.6% in Mathematics on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Unified School Districts: A 12.0% at-or-above proficiency rate in English/Language Arts and 12.8% in Mathematics on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. Mathematics) for two consecutive years will be identified for Program Improvement. Locust Elementary was identified for Program Improvement in 2003. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/iasa/titleone/> and <http://www.nclb.gov>.

Federal Awards and Intervention Programs			
	Locust		
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	Yes
Exited Title I Program Improvement	No	No	No
Number of Years in Program Improvement	0	0	1

Adequate Yearly Progress (AYP) 2003								
PHASE I: California Standards Tests and/or California High School Exit Exam								
Met Target? Yes or No								
	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced	
	English/Language Arts		Mathematics					
Target	95%	95%	13.6%	12.0%	95%	95%	16.0%	12.8%
	Locust	FUSD	Locust	FUSD	Locust	FUSD	Locust	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subgroups*								
English Learners	Yes	Yes	No	No	Yes	Yes	Yes	Yes
SED^	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	Yes	Yes		No	Yes	Yes		No
African American		Yes		Yes		Yes		Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander		Yes		Yes		Yes		Yes
White (not Hispanic)		Yes		Yes		Yes		Yes
Phase II: API and Graduation Rates								
Met Target? Yes or No								
Target	API of 560 or 1 point increase				82.8% or 0.2% increase			
	Locust		FUSD		Locust		FUSD	
All Students	Yes		Yes		N/A		Yes	
^SED = Socioeconomically Disadvantaged								
*Only numerically significant subgroups are required to be reported.								
For specific school level and district proficiency rates, participation rates, API scores, and graduation rates, please visit the state's AYP reporting website: http://www.cde.ca.gov/ayp/								

District and Title I Schools Meeting AYP Criteria for 2003

	Phases I & II
FUSD	No
Canyon Crest Elementary	Yes
Chaparral Elementary	No
Citrus Elementary	No
Cypress Elementary	No
Date Elementary	Yes
Hemlock Elementary	No
Juniper Elementary	No
Jurupa Hills Middle	No
Live Oak Elementary	No
Locust Elementary	No
Mango Elementary	Yes
Maple Elementary	No
North Tamarind Elementary	No
Oak Park Elementary	Yes
Oleander Elementary	No
Palmetto Elementary	No
Poplar Elementary	Yes
Primrose Elementary	Yes
Randall-Pepper Elementary	Yes
Redwood Elementary	No
Shadow Hills Elementary	Yes
Sierra Lakes Elementary	No
South Tamarind Elementary	No
Ted Porter Elementary	No
Tokay Elementary	No
West Randall Elementary	No

Program Improvement (PI) Schools

School	Year
Hemlock Elementary	1
Jurupa Hills Middle	1
Locust Elementary	1
Maple Elementary	2
North Tamarind Elementary	3
Palmetto Elementary	1
Number of PI Schools in District	6
Percent of PI Schools in District	15%