

FONTANA UNIFIED SCHOOL DISTRICT

LOCUST ELEMENTARY SCHOOL

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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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 school facilities and instructional materials were acquired May 2006.

Principal's Message

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.

The support of our families and our community is important to us. It is that support that enables us to help your child grow socially as well as academically. Your involvement is always welcome through groups such as: classroom volunteers, School Site Council, English Language Learners Advisory Council, and the PTA.

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

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.

Parent Involvement

Parents are encouraged to get involved in Locust Elementary's learning community by volunteering in the classroom, attending school events, or sharing in the decision-making process. Events such as Back to School Night and the Academic Fair provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parent education activities include 1) Community Based English Tutoring for parents who want to effectively support their child at home and 2) Bright Start for parents who are interested in helping their child with literacy skills. The School Site Council, Parent Teacher Association, English Language Advisory Council, and Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communications take place in a variety of formats. The monthly school newsletter features a message from the principal, upcoming events, class and grade level news, and informational articles. Flyers, notes home, and the school marquee are used for special announcements on current events. ConnectEd 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. Parents who want more information about participating in the school community may contact the principal or their child's teacher (909) 357-5650.

District Goals

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

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

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

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

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

School Profile

Locust Elementary School is a single-track, year-round school serving 625 students in kindergarten through sixth grade. The school is proud of its experienced group of teaching professionals dedicated to improving school programs to meet the individual needs of their students. As a member of the nationwide Reading First program, Live Oak Elementary is committed in its efforts to help all students become successful early readers by establishing a high-quality, comprehensive reading curriculum for grades K-3. Parents are a welcome resource and collaborate effectively in supporting school staff, instruction, and programs.

Student Achievement

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.

District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times 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. Fontana Unified School District and Locust Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

California English Language Development Test

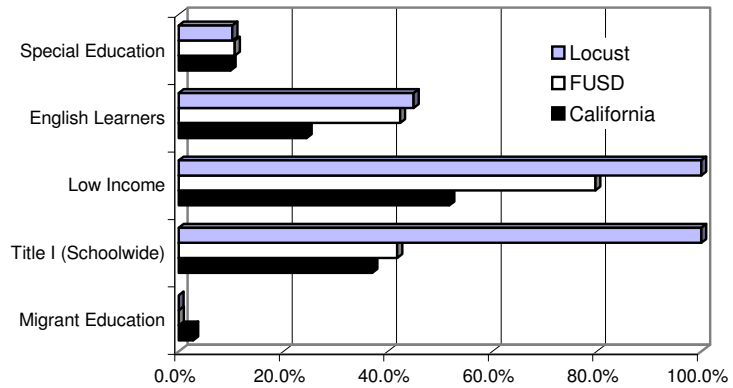
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

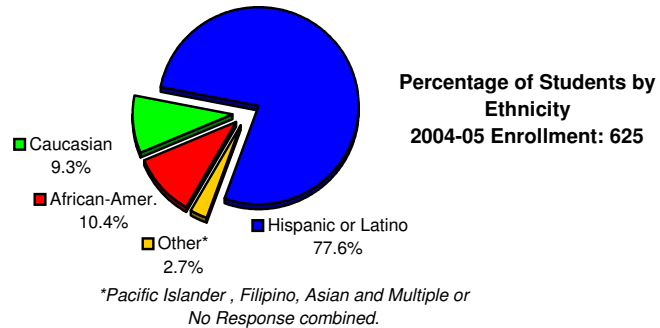
Students at Locust Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



District-Administered Assessments							
2002-03							
Grade	K	1	2	3	4	5	6
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	67%	69%	69%	47%	40%	48%	37%
Writing	N/A	33%	29%	38%	36%	41%	42%
2003-04							
Grade	K	1	2	3	4	5	6
Reading	56%	57%	21%	21%	15%	15%	26%
Math	78%	71%	74%	48%	37%	18%	38%
Writing	N/A	59%	42%	46%	24%	28%	38%
2004-05							
Grade	K	1	2	3	4	5	6
Reading	38%	33%	58%	23%	25%	24%	45%
Math	68%	86%	70%	58%	50%	32%	35%
Writing	N/A	54%	52%	55%	33%	33%	51%

CAT/6 Test Results All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Locust			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	26	29	25	29	29	27	43	43	41
Math	34	43	51	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Locust						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*		*		16		73
Math	*		*		44		91

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

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Locust					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	26	23	16	25	*	
Math	50	51	37	51	*	

California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Locust			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	15	22	26	18	20	25	35	36	40
Math	32	35	42	24	23	26	35	34	38
Science		12	18	11	9	11	27	25	27
History				15	16	18	28	29	32

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

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

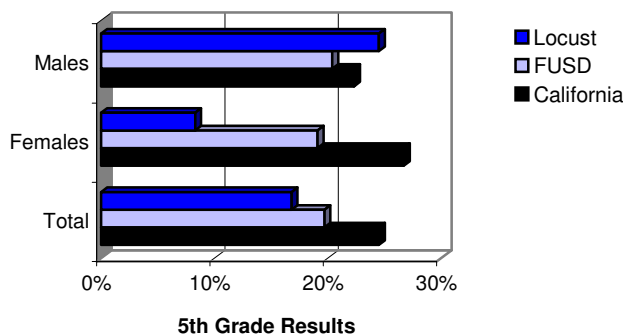
	Locust						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	17		*		24		61
Math	31		*		41		68
Science	*		*		19		*
History							

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

California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

	Locust					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	28	27	17	27	15	
Math	47	38	38	43	19	
Science	31	6	11	18	*	
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

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. All school districts in the State of California are required to report their CST results in comparison to the state average.

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/>.

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 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."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

Academic Performance Index

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

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

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

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

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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Locust Elementary School met its AYP criteria for a second consecutive year and therefore qualified to exit Title I Program Improvement.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

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/.

Academic Performance Index (API)								
API Base				API Growth				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
Percent Tested	100	99	98	Percent Tested	99	98	100	
API Base Score	613	645	670	API Growth Score	646	671	718	
Growth Target	9	8	7	Actual Growth	33	26	48	
Statewide Rank	3	3	3	Eligible for GPA	No	Unfunded	Unfunded	
Similar Schools Rank	4	6	6	Eligible for II/USP	Unfunded	Unfunded	Unfunded	

API Significant Subgroup Results								
Hispanic or Latino								
API Base Score	609	634	662	API Growth Score	635	662	706	
Growth Target	7	6	6	Actual Growth	26	28	44	
Socioeconomically Disadvantaged								
API Base Score	573	623	659	API Growth Score	625	661	718	
Growth Target	7	6	6	Actual Growth	52	38	59	

Adequate Yearly Progress (AYP)

	Locust			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	Yes	Yes	No	No	No

	Subgroup Results					
	Locust			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	No	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	Yes	No	Yes	No
Special Education	Yes	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation

	Locust
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	2002-03
Year in Program Improvement	N/A
Year Exited Program Improvement	2004-05
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 2004-05, Locust Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation 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/.

School Facilities & Safety

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

Campus Description	
Year Built	1987
Acreage	10 ac
Square Footage	41,040
	Qty.
# of Permanent Classrooms	22
# or Portable Classrooms	7
# of Restrooms (student use)	2 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 and crosswalk areas while two teachers and one noon aide supervise playground activities. During recess, teachers and two noon aides share supervision of students on the playground. At lunch time, four two noon aides monitor the cafeteria and four noon aides are stationed on the playground. When students are dismissed for the day, teachers escort primary grade students to the front of the school where the children are released to a parent or guardian. Noon aides and assigned teachers cover the cross walk, student pickup, and bus areas to ensure students depart in a safe and orderly manner. Locust Elementary 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 and updated in July 2004 and discussed with school staff in July 2005. 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.

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. Each custodial staff member

receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests 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 and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked a minimum of two times throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Locust Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 25, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection Most Recent Inspection: August 25, 2005

Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	No	Classroom 32: Brace on shelf not attached to anything. Classroom 23: Open manual pencil sharpener
Windows/Doors/Gates (Interior & Exterior)	No	Men's Restroom: Door sign contains sharp and cracked edges.
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	No	Classroom 6: Outside paint peeling.
Structural Damage	Yes	
Fire Safety	No	All Buildings: Monthly initials missing from fire extinguisher cards.
Electrical (Interior & Exterior)	No	Room 5, Northwest Corner Wall: Chipped outlet cover plate.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

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 2004-05 school year, Locust Elementary did not require or receive deferred maintenance funds for improvements.

Classroom Environment

Discipline & Climate for Learning

Students at Locust Elementary are guided by school rules and behavioral 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

Suspensions & Expulsions

	Locust		
	02-03	03-04	04-05
Suspensions (#)	74	41	22
Suspensions (%)	11.11%	6.20%	3.52%
Expulsions (#)	1	0	0
Expulsions (%)	0.15%	0.00%	0.00%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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.

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 behavioral trends when addressing consequences for unacceptable conduct.

At the beginning of the school year, school rules and behavioral expectations are shared with students at grade level assemblies. Each student is provided a student handbook which outlines district policies, school rules, and behavioral expectations. Students are reminded of their citizenship responsibilities on an individual basis as needed. All sixth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers.

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's drawing; students whose tickets are pulled in the drawing are recognized over the intercom system and are requested to visit the school office to receive prizes such as pencils, folders, and erasers. At the end of each trimester, students are recognized for outstanding efforts in academics, citizenship, and perfect attendance. 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.

Instructional Time

During the 2004-05 school year, all instructional time offered at Locust Elementary exceeded state requirements. For the 2004-05 school year, Locust Elementary offered 180 days of instruction comprised of 137 regular days and 43 minimum days. Every Thursday is a minimum day. Locust Elementary utilizes minimum days for grade level meetings, staff development, and staff meetings.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	53,195	50,400
4-5	54,565	54,000

Class Size

Locust Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Locust Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.3	2	1	
1	21.0		4	
2	19.5	4		
3	19.3	3	1	
4	31.3		3	
5	32.0		2	1
6	17.3	2	4	
Combo K-3	19.5	2		
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.3	2	2	
1	19.3	4		
2	18.8	5		
3	19.8	5		
4	31.0		3	
5	33.0			3
6	30.0		2	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.5	5	1	
1	17.2	5		
2	17.3	4		
3	18.6	5		
4	31.3		3	
5	31.3		2	1
6	27.3		3	

Combo classes are any combination of grades K-3.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management

- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

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

Locust Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2004-05 school year, Locust Elementary held three staff development days that focused on:

- Integrating Technology into the Classroom, Appropriate Software Workshop
- Writing Strategies for Enhancing Open Court Strategies, Organization of Materials
- Backward Mapping
- Vocabulary Development

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Locust Elementary's principal works closely with the Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Christine Pearce is responsible for overall operations and instructional programs.

Ms. Christine Pearce has been with the Fontana Unified School District for 33 years and principal of Locust Elementary for the past two years. Prior to Locust Elementary, Ms. Pearce served as a district office coordinator and held assistant principal and teaching positions at various schools within the district. Principal Pearce holds a master's degree in education, a bachelor's degree in language arts, has attained her Tier I and Tier II administrative credentials, lifetime teaching and clear administrative credentials, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, one teacher representative from each grade level, and the Reading First Coach. The Leadership team meets monthly to discuss issues brought by teaching staff, develop improvement plans for school programs, and discuss recommendations regarding school programs and finances to be forwarded to the School Site Council for approval.

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 September 29, 2005, the Fontana Unified School District 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 No. 05-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Library Resources

The school library is open from 8:40 a.m. to 4:30 p.m. and is staffed by a full-time library specialist. The library features 8,909 titles in English and 316 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, magazines, and books on tape. Four 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, and after school.

Technology Resources

During the 2004-05 school year, Locust Elementary had a total of 129 computers; all classrooms have Internet access. Each classroom has an average of four computers which are used for Open Court research and inquiry components, Study Island (web-based video resource library), Accelerated Reader testing, and Accelerated Math testing. Each teacher determines the appropriate method to integrate technology into the reading, math, social science, and science curricula. Teachers have received training on and utilize their equipment (laptop and LCD projectors) to enhance classroom instruction and develop customized assessments using the Edusoft assessment management system. Teacher-made assessments using Edusoft are aligned to state standards and enable teachers to quickly and efficiently evaluate student progress.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Locust Elementary 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 using research-based instructional materials and strategies.

The school's special education program is staffed by two special education teachers and three special education aides who provide full-day instruction in two special day classes. One resource specialist teacher and one resource specialist aide provide small group and individual instruction in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Two bilingual aides collaborate with each EL student's teacher to develop instructional strategies to meet language and fluency levels. Bilingual aides provide in-class small group and individualized instruction focused on helping students with current class lessons, reinforcement of skills, and front-loading subject matter or skills for future lessons. Fourth, fifth, and sixth grade English Learners (beginning level) participate in the English Language Acquisition Program as a supplement to their standard language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. Teachers provide English Language Development (ELD) instruction during language arts time periods; instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. ELD instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students are clustered by grade level in the classroom to

receive differentiated instruction from GATE-certified teachers. The GATE curriculum integrates more in-depth, higher-level activities as an extension of class lessons and that challenges students' abilities. After-school GATE enrichment activities focus on special projects for History Day and the Science Fair.

Locust Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Tutoring - before-school and after-school tutoring is offered on an informal basis. Teachers refer students for individualized tutoring based on in-class performance and assessment results. Tutoring sessions are typically held three days a week for 45 minutes a day.
- Off-track Intervention: students in grades 2-5 who are at Far Below Basic and Below Basic levels on the district assessment matrix receive intervention instruction in language arts and/or math during a two-week period (between trimesters). Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons.
- FastForward®: computer-based program that builds cognitive skills of memory, attention, processing and sequencing in language and reading skills. Before- and after-school sessions (totaling 100 minutes a day, five days a week) are offered to students in grades 3-6 who are at the Far Below Basic and Below Basic levels on the district matrix. Teachers recommend participation.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Locust Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Locust Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, the absent teacher's class is divided and students are placed in another class within the same grade level.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Locust Elementary 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) 2004-05		
	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.4
Adaptive PE Aide	1	0.4
LSH Therapist	1	0.4

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

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'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.

Teacher Assignment

For the 2004-05 school year, Locust Elementary had 30 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Locust	96.4
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels 2004-05		
	Locust	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	33.3	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	43.3	48.6
Bachelor's Degree	23.3	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Locust			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	32	31	30	1818	1780	1911
Teachers with Full Credential	31	31	30	1603	1635	1771
Teachers in Alternative Routes to Certification	0	0	0	120	63	168
Pre-Internship	0	0	0	129	47	9
Teachers with Emergency Permits	2	0	0	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	15	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	15	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table 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.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- | | |
|-----------------------------|------------------------------|
| 21st Century | School Improvement |
| Class Size Reduction | School Safety |
| Comprehensive School Reform | Smaller Learning Communities |
| Early Intervention | Special Education |
| Gifted & Talented Education | Staff Development |
| High Priority Schools | State & Federal Preschool |
| Instructional Materials | Supplemental Technology |
| Parent Education | Title I, III, & V |
| Peer Assistance & Review | Tobacco Use Prevention |
| Reading First | |

Salary Comparison 2003-04		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil 2004-05			
Dollars Spent per Student			
Total Expenditures	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127