



# Fontana Unified Locust Elementary

## 2023-2024 School Accountability Report Card



### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

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### SUPERINTENDENT

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### DISTRICT INFORMATION

**Fontana Unified**  
**9680 Citrus Ave.**  
**Fontana, CA 92335,**  
**(909) 357-7600**

### BOARD OF EDUCATION

**Adam Perez, President**  
**Danielle Holley, Vice President**  
**Angel Ramirez, Member**  
**Mary Sandoval, Member**  
**Marcelino "Mars" Serna, Member**  
**Adriana-Rene Humber,**  
**Student Board Member**

### DISTRICT ADMINISTRATION

**Miki R. Inbody**  
**Superintendent**  
**Leslie Barnes, Ed.D**  
**Associate Superintendent,**  
**Business Services**  
**Jennifer Bourgeois, Ph.D.**  
**Associate Superintendent,**  
**Teaching & Learning**  
**Douglas F. Staine, Ed.D.**  
**Associate Superintendent,**  
**Human Resources**  
**Craig Baker**  
**Associate Superintendent,**  
**Student Services**

### SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

### MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at [www.fusd.net](http://www.fusd.net).

## DISTRICT STATEMENTS

### DISTRICT MISSION

“Every Student Successful. Engaging Schools. Empowered Communities.”

### DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

### CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

### CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

### DISTRICT FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

### SCHOOL STATEMENTS

Principal's Message:

Hello and Welcome to the LOCUST Lions' Den!

At Locust, we are committed to excellence via a high-quality academic program and a commitment to ensuring that every child can and will learn. The School Accountability Report Card provides important information for our school community about Locust Elementary School's instructional programs, academic achievement, and resources. Our teachers, office staff, support staff, and even our custodians are 100% committed to ensuring that your child has a wonderful and memorable experience here at Locust! We are dedicated to providing a safe learning environment where students thrive both academically and socially. Our goal is that every student receives the positive support he/she needs to experience academic success and meet his/her highest potential!

Our staff believes that with a strong and positive relationship between the home and the school, we can support each child in his or her learning. We believe that the support of parents and community partnerships are essential to student success. We have many opportunities for parents and families to become involved at Locust Elementary School. We invite you to participate in the educational experiences of your child. We hold regular School Site Council and English Learner Advisory Council Meetings. We provide a time for parents to come and ask questions, share ideas and discuss concerns during our Coffee with the Principal Meetings. We know that parenting children isn't always easy, so we also offer many parent workshops to help parents understand how they can support their children's academic success. There are numerous opportunities for parents and families to engage with our PTA to volunteer and support our school. Additionally, families are invited to attend our Back-to-School Night, Parent-Teacher Conferences and Open House. It is your support that enables us to help your child grow academically and socially.

Locust Elementary is focused on improving academic achievement in reading, writing and math and implementing a school-wide Positive Behavior Interventions and Supports (PBIS) Program. Through collaboration with our teachers and families, we will provide targeted support and interventions to fill in the gaps for our students. The entire staff of Locust Elementary appreciates your support and commitment to the education of our children.

GO LIONS!

### SCHOOL PROFILE

Locust Elementary School runs on a traditional school calendar. The school is proud of its experienced group of teaching professionals dedicated to improving school programs to meet the individual needs of its students. Parents are a welcome resource and collaborate effectively in supporting school staff, instruction, and programs.

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	47.60
Male	52.40
Non-Binary	
American Indian or Alaska Native	
Asian	1.10
Black or African American	1.90
Filipino	1.10
Hispanic or Latino	91.30
Native Hawaiian or Pacific Islander	0.30
White	3.50
Two or More Races	0.80
EL Students	22.00
Foster Youth	0.30
Homeless	1.90
Military	
Socioeconomically Disadvantaged	85.30
Migrant Education	
Students with Disabilities	12.00

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
K	90
1st	43
2nd	47
3rd	49
4th	38
5th	52
6th	49
Total	368

## CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.20	84.67	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.70	1.15	12,115.80	4.41
Unknown	3.20	15.28	407.00	23.67	18,854.30	6.86
Total Teaching Positions	21.50	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.30	85.57	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.90	1.82	11,953.10	4.28
Unknown	2.70	14.43	87.80	5.02	15,831.90	5.67
Total Teaching Positions	19.00	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	85.51	1,564.80	90.61	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	3.98	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.15	35.40	2.05	11,746.90	4.23
Unknown	2.00	10.36	84.90	4.92	14,303.80	5.15
Total Teaching Positions	20.00	100.00	1,726.90	100.00	277,698.00	100.00

<b>Teachers Without Credentials and Misassignments</b>			
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.80
Vacant Positions	0.00	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

<b>Credentialed Teachers Assigned Out-of-Field</b>			
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

<b>Class Assignments</b>			
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	10.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

#### **INSTRUCTIONAL MATERIALS**

##### **Sufficiency of Instructional Materials**

Fontana Unified School District held a public hearing on September 4, 2024, and adopted Resolution # 24-32 to certify that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

##### **Adoption of Instructional Materials**

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

**TEXTBOOKS**

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2024-25 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
	Grade: 6th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State)	0
	Grade: 6th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
History / Social Science	Grades: K-3rd / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
Science	Grades: K-5th / Course: Science / Publisher: Twig Education / Series: Twig Science / Adoption: 2022	Yes (State)	0
	Grade: 6th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

**FACILITY INSPECTION RESULTS**

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	03/25/2024
Data Collected:	March 2024
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	GOOD	P RM 17, RM 28: 4. CARPET IS SEPARATING AT SEAM. MPR: 4. FLOOR TILES ARE CRACKED WITH HOLES AT ENTRY/ TRIP HAZARD. P RM 16, P RM 18: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	RM 4: 7. ETHERNET COVER IS LOOSE ON CONDUIT. RM K1: 7. LIMITED ACCESS TO ELECTRICAL PANEL.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	P RM 23: 10. FIRE EXTINGUISHER IS MISSING. RM 27: 11. NO SKID PAINT IS PEKING ON RAMP. P RM 17, RM 12, RM 3, RM K1, RM K2: 11. PAINT CHIPPING ON PERGOLA IN PATIO AREA. P RM 15: 11. PAINT CHIPPING ON PERGOLAS IN PICNIC AREA. P RM 18: 11. PAINT IS CHIPPING ON SIDING. RM 4: 11. PAINT IS CHIPPING ON SIDING.
STRUCTURAL: Structural Damage, Roofs	FAIR	RM 11/ PRESCHOOL: 12. DRY ROT ON DOOR FRAME. RM 26/ LIBRARY: 12. DRY ROT ON EAST SIDING. P- 30, ADMIN BLDG, BOYS RR, BOYS RR, GIRLS RR, MPR, P RM 16, P RM 18, P RM 19, P RM 25, RM 29, RM 5, RM 8: 12. DRY ROT ON SIDING. GIRLS RR: 12. DRY ROT ON SKIRTING. RM 9: 12. DRY ROT ON TRIM. P RM 14: 12. DRY ROT ON WEST SIDING. RM 27: 12. DRY ROT ON WEST SKIRTING. RM 28: 12. HOLE IN RAMP SKIRTING.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	RM 28: 15. FENCE IS TORN BETWEEN ROOMS.

## SCHOOL FACILITIES

### Age and Condition of Facilities

Locust Elementary School provides a caring, clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Locust is an all portable school. Built in 1987, the school sits on 10 acres and includes a library, one computer lab, 30 classrooms, a staff lunch room, and a cafeteria/multipurpose room. In July, 2013, our dedicated PTA and school community joined together to raise \$30,000 to install a new playground structure.

### Campus Supervision

As students arrive on campus each morning, teachers supervise the bus area and an aide supervises the crosswalk area. The principal is stationed at the front of the school to greet and supervise arriving students. Teachers supervise playground activities. We have 7 school site aides that share the supervision of students on the playground and in the cafeteria during recesses and lunches. When students are dismissed for the day, teachers escort students to the front of the school. The principal and assigned teachers are stationed at crosswalk, student pickup, and bus areas to ensure students depart in a safe and orderly manner. Locust Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

One full-time day custodian and one full-time evening custodian are assigned to Locust Elementary School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked after every recess and cleaned as needed. The principal, custodians, and school office staff communicate daily with hand-held radios regarding campus maintenance and safety issues. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

### Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: upgrade fire alarm system site-wide, install shade structure for State Pre-School playground.

### Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.



**PUPIL ACHIEVEMENT AND OUTCOMES**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

**CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS**

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value “N/T” indicates that students were not tested, and therefore no scores are available at this time.

**ASSESSMENT RESULTS**

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

<b>Assessment Results by Subject</b>									
	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
English Language Arts/Literacy (Grades 3-8 and 11)	29	35	33	34	35	37	47	46	47
Mathematics (Grades 3-8 and 11)	10	22	22	18	21	23	33	34	35
Science (Grades 5, 8, and 10)	16	18	19	16	17	19	29	30	31

**Assessment Results by Student Group - English Language Arts**

<b>2023-24</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	186	184	98.92	1.08	33.15
Male	93	92	98.92	1.08	39.13
Female	93	92	98.92	1.08	27.17
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	170	168	98.82	1.18	31.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	39	37	94.87	5.13	5.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	159	99.38	0.62	31.45
Migrant Education	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	12.00

**Assessment Results by Student Group - Mathematics**

<b>2023-24</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	186	184	98.92	1.08	21.74
Male	93	91	97.85	2.15	30.77
Female	93	93	100.00	0.00	12.90
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	170	168	98.82	1.18	20.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	39	37	94.87	5.13	8.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	158	98.75	1.25	20.25
Migrant Education	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	4.00

**Assessment Results by Student Group - Science**

<b>2023-24</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	52	52	100.00	0.00	19.23
Male	22	22	100.00	0.00	18.18
Female	30	30	100.00	0.00	20.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	17.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	13.04
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

**OTHER OUTCOMES**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

**PHYSICAL FITNESS ASSESSMENT**

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

**2023-24 Physical Fitness Test Participation**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5th	100	100	100	100	100

### PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

### CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2023-24</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	421	397	126	31.7
Female	204	189	53	28.0
Male	217	208	73	35.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	12	5	41.7
Filipino	--	--	--	--
Hispanic or Latino	379	359	115	32.0
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	5	35.7
Two or More Races	--	--	--	--
EL Students	106	101	25	24.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	351	333	114	34.2
Migrant Education	--	--	--	--
Students with Disabilities	66	65	26	40.0

### PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### PARENT INVOLVEMENT

Parents are encouraged to get involved in Locust Elementary School’s learning communities. Parents may volunteer to help out in their child’s classroom, read to students, and chaperone field trips. Events such as Back-to-School Night, Harvest Festival, and Movie Night provide opportunities for parents to interact with school’s staff while supporting their child’s academic programs. Parents are invited to attend Coffee with the Principal to share their concerns or discuss school activities. Parent education activities include Parent Workshops, School Site Council, Parent Teacher Association, and English Learners Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

The School Accountability Report card contains vital information for parents and community members to review about the progress of Locust Elementary School. The SARC will provide information about academic achievement, behavior, instructional programs and practices, attendance and various other information that is helpful to families. It is the goal of Locust Elementary staff to work collaboratively with all key stakeholders to have a quality education for all students.

School-to-home communication is provided in both English and Spanish. Our school’s website is kept current with our monthly calendar and Q Communication, ParentSquare message system forwards personalized messages from school staff to each student’s home.

Go, Lions—let’s roar through the next year!

**SCHOOL CLIMATE**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**SCHOOL SAFETY**

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 2024. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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

**SUSPENSIONS AND EXPULSIONS**

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
School	1.24	1.15	0.00	0.00	0.00	0.00
District	3.27	3.80	2.38	0.04	0.03	0.01
State	3.17	3.60	3.28	0.07	0.08	0.07

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2023-24</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

**OTHER SARC INFORMATION**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**ACADEMIC COUNSELOR TO PUPIL RATIO**

The chart displays the ratio of pupils to academic counselor at the school.

<b>2023-24 Ratio of Number of Pupils per Academic Counselor</b>	
Academic Counselor(s)	736

**AVAILABLE COUNSELING AND SUPPORT STAFF**

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

<b>Counseling and Support Staff</b>	
<b>2023-24</b>	<b>Full Time Equivalent</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.1
Other	

**CLASS SIZE DISTRIBUTION**

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

\*Please note that the "Other" category may display data for multi-grade level classes.

<b>Class Size Distribution By Grade</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>22</b>	<b>23</b>	<b>24</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>22</b>	<b>23</b>	<b>24</b>
K	13	16	14	3	4	3	2	3	2			
1st	15	16	11	2	2	3	2	2	2			
2nd	13	15	14	4	2	2		2	2			
3rd	13	14	16	3	4	2	2		2			
4th	24	20	19	2	3	1	1	1	1	2	1	
5th	24	21	11	3	3	4	2	1	1	1	1	
6th	25	22	16	3	3	7	10	10	8			1
Other	75	74	18	1	1	2	1	1	1	1	1	1

**DISTRICT REVENUE SOURCES**

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,989.50
School: From Supplemental/Restricted Sources	\$ 1,905.24
School: From Basic/Unrestricted Sources	\$ 8,084.26
District: From Basic/Unrestricted Sources	\$ 7,438.96
Percentage of Variation between School & District	8.67 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	-24.94 %

### TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 56,572.74
Mid-Range Teachers	\$ 91,736.00	\$ 87,185.69
Highest Teachers	\$ 123,294.00	\$ 119,664.66
Elementary School Principals	\$ 142,090.00	\$ 148,486.09
Middle School Principals	\$ 144,894.00	\$ 154,835.19
High School Principals	\$ 153,959.00	\$ 170,007.96
Superintendent	\$ 310,000.00	\$ 338,699.13
Teacher Salaries	30.69 %	31.41 %
Administrative Salaries	4.16 %	4.86 %

### SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2022-23 Average Teacher Salary	
School	\$ 94,206.52
District	\$ 98,445.00
Percentage of Variation between School & District	-4.31 %
All Similar School Districts	\$ 94,625.00
Percentage of Variation between School & State	-0.44 %

### PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2022-23	2023-24	2024-25
Number of Professional Development Days	3	3	3

## PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

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

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

## ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

## DISCIPLINE AND CLIMATE FOR LEARNING

Locust Elementary School is in the early stages of adopting and implementing a school-wide Positive Behavior Interventions and Supports (PBIS) Program. Students are guided by three behavior expectations: be respectful, be responsible and be safe. Our school community works together to ensure that students understand our behavior expectations through teaching mini lessons and participating and attending PBIS assemblies throughout the school year. 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. Student discipline is tracked and categorized by either minor behaviors or major behaviors. Minor behaviors are handled in the classroom by the teacher and parents are notified of the consequences via a Minor Discipline Referral. Major behaviors are referred to the principal via an Office Discipline Referral and the principal communicates with the parents and staff about the consequences given. The principal applies appropriate consequences and/or interventions that may include: parent conferences, phone calls to parents, counseling, development of behavior contracts, suspension, and in some cases expulsion. The principal takes into consideration the nature of the infraction and past behavior patterns when addressing consequences for unacceptable conduct.

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

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, and/or demonstrating exceptional kindness may be rewarded with Lion Paw Points from any school staff member. Students collect their Lion Paw Points to purchase prizes from the Lion's Den Student Store during recess. PRIDE Rallies are held at the end of each month to recognize students demonstrating outstanding behavior, academic accomplishments and perfect attendance for the month.