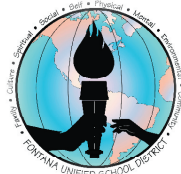


FONTANA UNIFIED SCHOOL DISTRICT

ALMERIA MIDDLE SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades 6-8
Gregory Fromm, Principal
7723 Almeria Avenue - Fontana, CA 92336
(909) 357-5350 - FAX (909) 357-5360

2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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Division of School Support

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Associate Superintendent
Division of Human Resources

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Associate Superintendent
Division of Student Support

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired October 2006 and school facilities information was acquired in June 2007.

Principal's Message

Almeria Middle School looks forward to working with parents and students as we continue to refine a school that is determined to have every student proficient within their grade level standards.

As a staff, Almeria is committed to deliver grade-level curriculum and instruction daily that is aligned to and driven by the California Standards of Achievement to every child in a safe and caring learning environment. Because we know that the California Standards at every grade level are considered some of the nation's most demanding, we will need parent support.

Parents can support our commitment to our students by making sure that their child comes to school everyday on time, rested, nourished, with homework completed and an attitude to do their best. Parent communication and commitment to their child's education is critical. Making your child's education a priority will pay off in more success for your child. To show your child that their education is your priority, make regular contact with their teachers, attend school functions, parent conferences, and parent forum meetings with the principal. Your commitment to Almeria is what commits your child to learning.

Almeria Middle School is a place where students are serious about their educational programs.

School Mission

Almeria Middle School is a student-centered environment that collaborates to ensure everyone learns through a challenging standards-based curriculum with the purpose of meeting or exceeding state standards and prepares our students for a successful transition to high school and beyond.

Parent Involvement

Parents are encouraged to get involved in Almeria Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to chaperone student activities or field trips. Each year, events such as Back to School Night and Open House provide opportunities for parents to support their child's interests and academic efforts. The School Site Council and English Language Advisory Council provide opportunities for parents to have input on curricular programs and school activities. The principal invites all parents to monthly Parent Forums, held in the mornings, before school, after school, and in the evenings to give all parents regardless of their schedule an opportunity to discuss their concerns and provide input on school issues.

School-to-home communication takes place in a variety of formats. The school newsletter, the *Wave*, is issued at the beginning of each trimester and features a message from the principal, articles related to curriculum, discipline news, and information about current events. Parents may visit the school website (www.fusd.net/schools/MiddleSchool/Almeria/index.stm) for general information and to access In Touch, a web-based academic progress reporting system. Progress reports are issued every three weeks and report cards are issued at the end of each trimester. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information about Almeria Middle

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 or interested in becoming an active member of the school community may contact the principal at (909) 357-5350.

School Profile

Almeria Middle School is a single-track, year-round school serving 1,051 students in sixth, seventh, and eighth grade. School staff focus on meeting the individual needs of each student academically, emotionally, and socially. Almeria Middle School emphasizes parent participation and support in the learning process. Administrators, staff, and parents share the vision and commitment that every child at Almeria Middle School will learn and be prepared to experience success in high school.

Student Achievement

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

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Almeria Middle School provided individualized intervention programs for those students not meeting grade level proficiency 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.

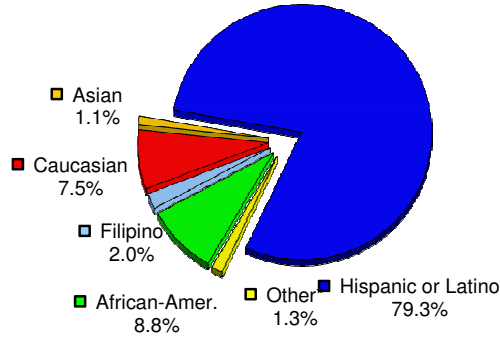
Standardized State Assessments

Students at Almeria Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Aprenda 3 (as of 2005-06), 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 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



*American Indian or Alaska Native, Pacific Islander, and Multiple or No Response and Asian combined.

District-Administered Assessments Percentage of Students Scoring at Proficient & Advanced Levels

| Grade | 2003-04 | | |
|---------|---------|-----|-----|
| | 6 | 7 | 8 |
| Reading | 20% | 21% | 16% |
| Math | 38% | 25% | 17% |
| Writing | 41% | 48% | 61% |
| Grade | 2004-05 | | |
| | 6 | 7 | 8 |
| Reading | 24% | 26% | 31% |
| Math | 28% | 31% | 33% |
| Writing | 36% | 27% | 40% |
| Grade | 2005-06 | | |
| | 6 | 7 | 8 |
| Reading | 37% | 52% | 48% |
| Math | 23% | 29% | 35% |
| Writing | 50% | 13% | 69% |

CAT/6 Test Results

All Students

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

| | Almeria | | | FUSD | | | California | | |
|---------|---------|-------|-------|-------|-------|-------|------------|-------|-------|
| | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| Reading | 31 | 36 | 31 | 29 | 27 | 28 | 43 | 41 | 42 |
| Math | 35 | 44 | 40 | 39 | 41 | 39 | 51 | 52 | 53 |

Only third and seventh grade students participated in the 2004-05 and 2005-06 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)

2005-06

| | Almeria | | | | | | |
|---------|---------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
| | African-Amer. | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| Reading | 24 | * | * | | 32 | * | 30 |
| Math | 29 | * | * | | 39 | * | 50 |

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results

Other Numerically Significant Subgroups

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

2005-06

| | Almeria | | | | | |
|---------|---------|--------|------------------|----------------------------|----------------------------|-------------------|
| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| Reading | 29 | 35 | 17 | 29 | 0 | |
| Math | 39 | 42 | 24 | 37 | 0 | |

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. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. 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.

| California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels | | | | | | | | | |
|---|---------|-------|-------|-------|-------|-------|------------|-------|-------|
| | Almeria | | | FUSD | | | California | | |
| | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| English-Language Arts | 19 | 30 | 31 | 20 | 25 | 28 | 36 | 40 | 42 |
| Math | 19 | 25 | 23 | 23 | 26 | 27 | 34 | 38 | 40 |
| Science | | | 23 | 9 | 11 | 18 | 25 | 27 | 35 |
| History | 13 | 21 | 20 | 16 | 18 | 17 | 29 | 32 | 33 |

Only grades 5, 8, and 10 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 2005-06 | | | | | | | |
|--|------------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
| | Almeria | | | | | | |
| | African-American | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| English-Language Arts | 28 | * | 45 | | 31 | * | 35 |
| Math | 18 | * | 64 | | 23 | * | 31 |
| Science | 16 | | * | | 20 | * | 45 |
| History | 19 | | * | | 18 | * | 35 |

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

| California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06 | | | | | | |
|---|---------|--------|------------------|----------------------------|----------------------------|-------------------|
| | Almeria | | | | | |
| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| English-Language Arts | 27 | 35 | 16 | 27 | 8 | * |
| Math | 23 | 24 | 10 | 21 | 7 | * |
| Science | 26 | 20 | 4 | 21 | 3 | |
| History | 21 | 19 | 5 | 18 | 5 | |

| Academic Performance Index (API) Three-Year Performance Comparison | | | | |
|---|----------------|--------------------------|-------|-------|
| | 2006 API Score | API Rank | | |
| | | 03-04 | 04-05 | 05-06 |
| Statewide Rank | | 3 | 4 | 4 |
| Similar Schools Rank | | 7 | 7 | 9 |
| Results | 2006 API Score | Increase/Decrease in API | | |
| Schoolwide - All Students | 690 | 03-04 | 04-05 | 05-06 |
| Ethnic Subgroups | | | | |
| Hispanic or Latino | 684 | 28 | 35 | 4 |
| Other Subgroups | | | | |
| Economically Disadvantaged | 667 | 32 | 25 | 12 |
| English Learners | 656 | ** | ** | 10 |
| Students with Disabilities | 439 | ** | ** | -31 |

**A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.

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, Almeria Middle School is required by the state to administer a physical fitness test to all students in the seventh 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."

Upon completion of the 2005-06 fitness exam, 26.4% of seventh grade students scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

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 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Almeria Middle School did not meet all 2006 AYP criteria; AYP targets were achieved in four out of six subgroups. Since Almeria Middle School currently does not participate in the Title I Program, the school is not required to enter Title I Program Improvement status.

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 attending PI schools may transfer to a non-PI school within their district. 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/.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2005-06**

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

| AYP Indicator | Almeria | FUSD |
|--|---------|------|
| Overall School Results | No | No |
| Participation Rate - 2005-06 Target Rate - 95% | | |
| English-Language Arts | Yes | Yes |
| Math | Yes | Yes |
| Percent Proficient (CST Exam) | | |
| English-Language Arts | Yes | Yes |
| 2005-06 Target Rate - 24.4% | | |
| Math | No | Yes |
| 2005-06 Target Rate - 26.5% | | |
| API | Yes | Yes |
| Increase API by one point | | |
| Graduation Rate* | N/A | No |

*Graduation Rate applies to grades 9-12 only.

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 2005-06, Almeria Middle School did not participate in the Title I program.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of

student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

Title I Program Improvement (PI) Status

| | Almeria | FUSD |
|--|-----------|---------|
| PI Status | Not in PI | In PI |
| First Year of PI Implementation | N/A | 2006-07 |
| Year in PI | N/A | 1 |
| Year Exited PI | N/A | N/A |
| No. of Schools Currently in PI | | 9 |
| Percent of Schools Currently identified for PI | | 22.0 |

School Facilities & Safety

Almeria Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1989; since that time, a gymnasium was built in 2000 and additional classrooms have been added throughout the years to accommodate growth in enrollment. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

| Campus Description | |
|------------------------------|-------------|
| Year Built | 1989 |
| Acreeage | 20 |
| Square Footage | 103,210 |
| | Qty. |
| # of Permanent Classrooms | 42 |
| # of Portable Classrooms | 16 |
| # of Restrooms (student use) | 12 sets |
| Library | 1 |
| Computer Lab | 2 |
| Gymnasium | 1 |
| Staff Lounge | 1 |
| Teacher Work Room | 2 |
| Cafeteria | 1 |

Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. One full-time Fontana City Police officer is on campus to assist administrators with severe discipline issues, family disputes, and legal issues.

Teachers, administrators, and two campus security officers are strategically placed in specific areas to supervise student activities; locations include quad area, physical education area, and library. During lunch, two campus security officers, the school administrators, two counselors, and the Fontana Police officer are present in the cafeteria and in common areas of the campus to supervise students. When students are dismissed for the day, teachers, administrators, campus security officers, and the Fontana Police officer ensure students traveling to after-school activities and leaving campus do so in a safe and orderly manner. Almeria Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in July 2006. 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.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on 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. All requests for major projects are reviewed by the principal before submission to maintenance & operations. 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, three full-time evening custodians, and one part-time evening custodian are assigned to Almeria Middle 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 and security officers inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked after each class period throughout the day by the custodian and campus security officers and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Almeria Middle School at least twice a year. A formal inspection report is filed annually 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 28, 2006. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

| School Site Inspection | | |
|---|-----------------|---|
| Most Recent Inspection: August 28, 2006 | | |
| Inspection Area | In Good Repair? | Comments or Description of Deficiency |
| Gas Leaks | Yes | |
| Mechanical Systems | Yes | |
| Windows/Doors/Gates (Interior & Exterior) | Yes | |
| Interior Surfaces (Walls, Floors, & Ceilings) | No | Kitchen - 2 missing ceiling tiles. |
| Hazardous Materials (Interior & Exterior) | Yes | |
| Structural Damage | Yes | |
| Fire Safety | Yes | |
| Electrical (Interior & Exterior) | No | Girls H Wing RR - light cover missing. |
| Pest/Vermin Infestation | Yes | |
| Drinking Fountains (Inside & Outside) | No | Westside of Locker Room - left water fountain has low water pressure. |
| Restrooms* | No | Boys H Wing RR - rusted partition. Boys P Wing RR - rusted partitions and missing tiles under urinal. Boys Locker Room - right hand faucet not working, rusted partition and missing soap dispenser. Boys O Wing RR - rusted partition and vandalized mirror. Boys N Wing RR - mirror needs to be replaced, rusted partition, and leaky urinal. Boys RR (by multipurpose room) - rusted partition and damaged tiles between urinals. |
| Sewer | Yes | |
| Playgrounds/School Grounds | Yes | |
| Other | No | School Grounds - tripping hazard throughout the school grounds where trees have been removed from planters in walkways. There are holes and blocks are buckled. |

* New restroom privacy panels (partitions) are in the process of being installed and completed mid-summer.
100% of restrooms fully operational during the 2005-06 school year.
Deficiencies noted in 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 2005-06 school year, Almeria Middle School received \$33,576.11 in deferred maintenance funds for the repair of the following: wall systems (\$2,432.00), HVAC throughout the campus (\$24,837.02), flooring (\$1,533.33), and electrical (\$4,773.36).

Classroom Environment

Discipline & Climate for Learning

Students at Almeria Middle School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are applied in the classroom and begin with a warning or phone call to parents, followed by a time out period and/or detention. Students who continue demonstrating poor conduct are referred to principal's office. When administering consequences, the principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

At the beginning of the school year, school rules, behavioral expectations, and consequences are explained by the principal and assistant principal during each student's physical education (PE) period. Students are reminded of their behavioral responsibilities in their PE class at the beginning of the second and third trimesters when returning from intersession. Each student is provided a student handbook which contains academic, behavioral, and safety policies along with a "Binder Reminder" for recording assignments and calendaring important dates. Parents may use the Binder Reminder as a communications tool with their child's teachers to follow up on assignments and progress in each class.

| Suspensions & Expulsions | | | |
|--------------------------|--------|--------|--------|
| Almeria | | | |
| | 03-04 | 04-05 | 05-06 |
| Suspensions (#) | 568 | 343 | 307 |
| Suspensions (%) | 35.00% | 30.17% | 29.21% |
| Expulsions (#) | 20 | 14 | 10 |
| Expulsions (%) | 1.23% | 1.23% | 0.95% |
| FUSD Middle Schools | | | |
| | 03-04 | 04-05 | 05-06 |
| Suspensions (#) | 2585 | 2662 | 2199 |
| Suspensions (%) | 27.49% | 27.70% | 21.83% |
| Expulsions (#) | 69 | 85 | 75 |
| Expulsions (%) | 0.73% | 0.88% | 0.74% |

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.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. School administrators commend achieving students for their accomplishments (in citizenship and academics) and share the news with parents through a phone call. The schoolwide Renaissance program recognizes students for academic achievements, maintaining good behavior, and earning good grades. Based on the grade point average, students qualify for one of three Renaissance cards (gold, silver, or bronze) which allow various levels of access to special school events and privileges. Renaissance assemblies are held at the end of each trimester to announce qualifying students and distribute Renaissance cards.

Responsible students may choose to participate in the Peerleader elective course to receive leadership and peer mediation training. Participating students are available to help fellow students with mild social issues and are trained to recognize situations that require adult intervention.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to attend the after-school Renaissance activities, GATE (Gifted & Talented Education) enrichment, Art Club, Dance Club and AVID (Advancement via Individual Determination) workshops. Almeria Middle School sponsors a mixture of intramural and competitive sports programs for volleyball, flag football, basketball, softball, soccer, and track.

Instructional Time

During the 2005-06 school year, all instructional time offered at Almeria Middle School exceeded state requirements. For the 2005-06 school year, Almeria Middle School offered 180 days of instruction comprised of 136 regular days and 44 minimum days. Almeria Middle School utilizes minimum days for staff meetings, staff development, and department/grade level team collaboration.

All instructional minutes offered at Almeria Middle School during the 2005-06 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Almeria Middle School offered a total of 57,680 minutes of instruction for the 2005-06 school year for all grade levels.

Class Size & Teaching Load

Almeria Middle School maintained a schoolwide average class size of 30.3 students for the 2005-06 school year. The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction

| 2003-04 | | | | |
|----------------|-----------------|----------------------|-------|-----|
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| English | 30.5 | 15 | 21 | 47 |
| Math | 32.3 | 3 | 17 | 37 |
| Science | 32.3 | 3 | 19 | 36 |
| Social Science | 33.1 | 1 | 11 | 30 |
| 2004-05 | | | | |
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| English | 26.2 | 19 | 21 | 21 |
| Math | 30.3 | 6 | 10 | 21 |
| Science | 32.0 | 3 | 10 | 22 |
| Social Science | 32.3 | 2 | 10 | 21 |
| 2005-06 | | | | |
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| English | 27.4 | 11 | 24 | 17 |
| Math | 29.6 | 6 | 11 | 17 |
| Science | 31.7 | 1 | 14 | 18 |
| Social Science | 31.8 | 2 | 10 | 18 |

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 2005-06 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
- Health Adoption Training (K-5, 7 & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Shining Star Adoption Training

Almeria Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results, data analysis, and teacher input. During the 2005-06 school year, Almeria Middle School held three staff development days that focused on:

- English Language Learners
- Data Analysis
- Edusoft

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals,

| District Adopted Textbooks (Grade 6-8) | | | | |
|--|--|--------|--------------|--|
| Subject | Publisher | Grades | Year Adopted | |
| Language Arts | Holt, Rinehart & Winston: <i>Literature and Language Arts</i> | 6-8 | 2003 | |
| | Hampton Brown: <i>High Point</i> | 6-8 | 2003 | |
| Math | McDougal Littell: <i>Mathematics Concepts and Skills</i> | 6 | 2001 | |
| | Prentice Hall: <i>Pre-Algebra</i> | 7-8 | 2001 | |
| | Prentice Hall: <i>Algebra I</i> | 7-8 | 2001 | |
| | McDougal Littell: <i>Geometry</i> | 7-8 | N/A | |
| Science | Prentice Hall; <i>Focus on Earth Science</i> | 6 | 2001 | |
| | Prentice Hall: <i>Focus on Life Science</i> | 7 | 2001 | |
| | Prentice Hall; <i>Focus on Physical Science</i> | 8 | 2001 | |
| Social Science | Holt, Rinehart & Winston: <i>Ancient Civilizations</i> | 6 | 2006 | |
| | Holt, Rinehart & Winston: <i>Medieval to Early Modern Times</i> | 7 | 2006 | |
| | Holt, Rinehart & Winston: <i>U.S. History Independence to 1914</i> | 8 | 2006 | |

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

Almeria Middle School's principal works closely with two assistant principals and the Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is responsible for overall school administration; however, staff evaluations and decision-making responsibilities associated with running a middle school are shared with the assistant principals: Kim Bente and Stuart Hamill. Curriculum and instruction is delegated to Ms. Bente and student discipline and school facilities are overseen by Mr. Hamill.

Mr. Gregory Fromm has been in the educational field for over 11 years and a new member of the Fontana Unified School District and Almeria Middle School staff as of 2005. Prior to joining Almeria Middle School, Mr. Fromm spent six years as a classroom teacher and four years in school administration at other schools and districts. Mr. Fromm is in the process of completing his doctorate in leadership, holds a master's degree in administration, a second master's degree in physical education, a bachelor's degree in social science, Tier I and Tier II administrative credentials, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, both assistant principals, the ASB director, two program coordinators, designated department representatives, and two teacher representatives from each grade level. The Leadership Team meets once a month to effect positive changes in the learning environment. Through collaborative and collective efforts, team members identify strategies to enhance their effectiveness as professionals, creating and implementing positive changes in the classroom to help students reach proficiency. As part of the transition process to a Professional Learning Community (PLC) structure, the Leadership Team devoted much of its time to developing PLC missions, values, visions, and goals and developing/implementing the four pillars of Professional Learning Communities. Department representatives, directors, coordinators, and grade level leaders serve as an information funnel between administration and teaching staff in all facets of school operations and program implementation.

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, 2006, 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. 06-54 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, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11 inclusive.

Technology Resources

During the 2005-06 school year, Almeria Middle School had a total of 316 computers; all classrooms had Internet access. On average, each classroom has four computers which are used for research, preparing graphics presentations, Accelerated Reader testing, Accelerated Math testing, keyboarding, and accessing web-based resources such as *unitedstreaming*. The school has two computer labs: one lab features 41 Internet-accessible workstations and is designed for whole-class instruction using the same types of programs available on the classroom workstations. The second computer lab houses 42 workstations with Internet access and is used for seventh and eighth grade technology electives. Eighty

percent of classrooms have a teacher's laptop and LCD projector to use as supplemental tools to integrate technology into the curriculum. Sixteen SMART Boards are available to teachers for whole-class use.

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. Almeria Middle School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by six special education teachers and nine special education aides who provide full-day instruction in six special day classes. Three resource specialist teachers and three resource specialist aides provide individualized and small group instruction in their own classrooms. 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 mainstreamed into the general education classroom based upon their IEP and 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 provide small group and individual support in the general education classroom, collaborating with the EL students' teachers to ensure individual learning needs are met. Some students may be enrolled in an English Language Development (ELD) class, in lieu of an elective course, to supplement regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Almeria Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students who qualify for the Gifted and Talented Education (GATE) program through district testing are placed in designated classes to receive accelerated, challenging instruction. Some GATE students participate in AVID classes for honors-level instruction. After-school enrichment is offered one day a week for one hour; students are invited to participate in special projects and field trips centered around a common theme.

Almeria Middle School's AVID course prepares students for college eligibility and success. The program targets minorities, students who are academically "in the middle", socioeconomically disadvantaged, and students from rural communities, and others that lack the "college-going" tradition in their families. All students are welcome to participate in this class that offers honors classes, focuses on notetaking skills and organizational skills, and emphasizes math and reading skills/strategies.

Almeria Middle School 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:

- Off-track Intercession: students at the far below basic and below basic levels on the district's assessment matrix are invited and encouraged to attend 40 hours of intervention over a two-week period held between trimesters. Instruction is provided by certificated teachers who provide remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math.
- ELAP Camp (English Language Acquisition Program): after-school language acquisition program for English Learners. Instruction is provided two days a week for two hours a day and focuses on improving reading, writing, and language acquisition skills.
- Homework Club: a quiet, support environment offered in the library four days a week for 60 minutes a day; students may attend to complete homework assignments or receive assistance from certificated staff.
- After-school Intervention: students not reaching proficient levels on the district assessment matrix are recommended by their teachers to participate; students receive 60 minutes of instruction in language arts and/or math two days a week from certificated staff.
- After-school Tutoring: teachers are available after school for individualized assistance in any subject area. Teachers may recommend tutoring; parents may contact their child's teacher to schedule tutoring sessions.

Professional Staff

Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, Almeria Middle School has difficulty in obtaining qualified substitute teachers. Almeria Middle School'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, Almeria Middle School's teachers coordinate efforts to cover the absent teacher's class during their prep periods.

Teacher Assignment

For the 2005-06 school year, Almeria Middle School had 38 teachers who met all credential requirements in accordance with state guidelines.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent 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:

Teacher Credentials & Assignments

| | Almeria | | | FUSD | | |
|---|---------|-------|-------|-------|-------|-------|
| | 03-04 | 04-05 | 05-06 | 03-04 | 04-05 | 05-06 |
| Total Teachers | 66 | 46 | 42 | 1780 | 1911 | 1823 |
| Teachers with Full Credential | 60 | 42 | 38 | 1635 | 1771 | 1723 |
| Teachers without Full Credential | 6 | 4 | 4 | 155 | 140 | 100 |
| Teachers in Alternative Routes to Certification | 2 | 2 | 0 | 63 | 168 | 91 |
| Pre-Internship | 0 | 0 | 0 | 47 | 9 | 0 |
| Teachers with Emergency Permits | 2 | 4 | 1 | 56 | 34 | 33 |
| Teachers with Waivers | 0 | 0 | 0 | 0 | 2 | 0 |
| Teachers Teaching Outside Subject Area | 0 | 7 | 4 | 35 | 60 | 34 |
| Teacher Misassignments - Total | ** | 5 | 2 | ** | 73 | 392 |
| Other Misassignments of Certificated Staff | 5 | 1 | 0 | 45 | 15 | 13 |
| Teacher Misassignments for English Learners | 51* | 4 | 2 | 1404* | 58 | 379 |
| Teacher Vacancies | 0 | 0 | 0 | 0 | 0 | 4 |

*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.

Percentage of Core Classes:

| | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
|-------------------|-----------------------------------|---------------------------------------|
| | 2005-06 | |
| Almeria | 84.4 | 15.6 |
| District Totals | | |
| All Schools | 89.0 | 11.0 |
| High-Poverty Sch. | 94.0 | 6.0 |
| Low-Poverty Sch. | 0.0 | 0.0 |

Teacher Education Levels

| | 2005-06 | |
|--|-----------|--------|
| | Almeria % | FUSD % |
| Doctorate | 2.4 | 1.4 |
| Master's Degree plus 30 or more semester hours | 31.0 | 35.1 |
| Master's Degree | 0.0 | 0.3 |
| Bachelor's Degree plus 30 or more semester hours | 59.5 | 50.8 |
| Bachelor's Degree | 4.8 | 11.0 |
| Less than a Bachelor's Degree | 2.4 | 1.3 |

- 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, may be 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

Almeria Middle School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Intervention Teams (SIT) 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.

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. Almeria Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06

| | No. of Staff | | FTE |
|------------------------|--------------|-----|-----|
| | Staff | FTE | |
| Counselor | 0 | 0.0 | |
| Psychologist | 1 | 0.4 | |
| School Nurse | 1 | 0.2 | |
| Health Assistant | 1 | 1.0 | |
| Adaptive PE Specialist | 1 | 0.1 | |
| Adaptive PE Aide | 1 | 0.1 | |
| LSH Therapist | 1 | 0.3 | |

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

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: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2004-05 | | |
|--|-----------|---|
| | FUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$36,293 | \$37,540 |
| Mid-Range Teacher Salary | \$61,162 | \$59,426 |
| Highest Teacher Salary | \$77,184 | \$73,925 |
| Average Principal Salaries: | | |
| Elementary School | \$102,289 | \$96,377 |
| Middle School | \$97,640 | \$100,144 |
| High School | \$110,198 | \$109,130 |
| Superintendent Salary | \$185,400 | \$185,251 |
| Percentage of General Fund Expenditures For: | | |
| Teacher Salaries | 42.6% | 40.9% |
| Administrative Salaries | 5.0% | 5.3% |

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Current Expense of Education per Pupil 2004-05 | | | | | |
|---|---------------------------|----------|------------------------------------|---|--------------------------------------|
| Expenditures Per Pupil | Dollars Spent per Student | | | | |
| | Almeria | FUSD | % Difference - School and District | State Average for Districts of Same Size & Type | % Difference - School Site and State |
| Total Restricted and Unrestricted | \$4,825 | \$7,114 | 67.8% | N/A | N/A |
| Restricted (Supplemental) | \$829 | \$2,311 | 35.9% | N/A | N/A |
| Unrestricted (Basic) | \$3,996 | \$4,803 | 83.2% | \$4,743 | 84.3% |
| Average Teacher Salary | \$58,122 | \$54,086 | 107.5% | \$57,560 | 101.0% |

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 approximately \$2,265 per student in federal, state, and local aid for the following categorical, special education, and support programs:

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