

FONTANA UNIFIED SCHOOL DISTRICT

ALMERIA MIDDLE SCHOOL

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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

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 delivering 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

"Learning Today for Success Tomorrow"

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.

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.

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 Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities. The principal invites all parents to 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 is provided in both English and Spanish. 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. Progress reports are issued every three weeks and report cards are issued at the end of each trimester. TeleParent 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 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 1,027 students in sixth, seventh, and eighth grade, including 15.29% in special education, 29.8% qualifying for English learner support, and 58.7% qualifying for free or reduced price lunch. 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.

Percentage of Students by Ethnicity 2007-08 Enrollment: 1,027

African-Amer.	10.0%
Amer. Indian or Alaskan Native	0.4%
Caucasian	5.5%
Asian	1.0%
Filipino	1.5%
Hispanic or Latino	81.3%
Pacific Islander	0.1%
Multiple or No Response	0.3%

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.

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.

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.

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 a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education

program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) 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 2007-08 fitness exam, 18.8% 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

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

	Almeria Middle			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	31	30	32	28	30	34	42	43	46
Math	23	22	24	27	27	30	40	40	43
Science	23	20	28	18	23	31	35	38	46
History	20	14	14	17	17	19	33	33	36

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

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.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Almeria Middle						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	28	*	*	79	31	*	40
Math	12	*	*	64	24	*	19
Science	24	*	*	*	28	*	20
History	13	*	*	*	13	*	10

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

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; 35.2% of elementary and middle school students must be proficient in language arts and 37% 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 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Almeria Middle					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	29	35	3	28	4	
Math	23	23	4	21	4	
Science	33	23	10	25	0	
History	19	8	3			

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Almeria Middle	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		4	4	3
Similar Schools Rank		9	9	8
		Increase/Decrease in API		
Results	2008 API Score	2005-06	2006-07	2007-08
Schoolwide - All Students	674	5	-6	-6
Ethnic Subgroups				
Hispanic or Latino	671	4	-3	-6
Other Subgroups				
Economically Disadvantaged	654	12	-3	-6
English Learners	631	10	-10	-10
Students with Disabilities	481	-31	40	-9

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. 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/.

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 2007-08, 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 Middle	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

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.

2007-08 Campus Improvement Projects:

- Installation of security cameras

Campus Description	
Year Built	1989
Acreage	20 ac
Square Footage	103,210 sf
	Qty.
# of Permanent Classrooms	42
# of Portable Classrooms	11
# 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, school administrators, two noon aides, three 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 2008. 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 intersession 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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: February 6, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Girls' locker room, Middle Science common: Tighten all loose wooden benches. North Science lab, P-4, P-5, P-8, Kitchen office: Replace stained ceiling tiles. P-4: Clean stains off of ceiling light difuser. O-5: Repair hole in carpet.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		T-18: Replace coverplate on electric outlet on south wall. W. O. # 52706. Library office: Clean stains off of ceiling light difuser.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		P-1: Replace the push lever on the drinking fountain just outside entry door of P-1.
Restrooms	✓		Girls' Restroom: Repair/replace the toilet paper dispense inside handicap stall. W.O. # 51972.
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		North Science lab, P-4, P-5, P-8, Middle Science Common, Kitchen office: Check for leaks. MPR: Replace missing shingles on east side of roof. W.O.# 34514
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

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 (P.E.) period. Students are reminded of their behavioral responsibilities in their P.E. 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.

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.

contain 1-20 students, 21-32 students, and 33 or more students.

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 2007-08 school year, Almeria Middle School received \$23,751 in deferred maintenance funds which were used for flooring and painting projects throughout the campus.

Classroom Environment

Class Size & Teaching Load

The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that

Teaching Load Distribution Departmentalized Instruction

Subject	Avg. Class Size	2005-06		
		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

Subject	Avg. Class Size	2006-07		
		Number of Classrooms		
		1-20	21-32	33+
English	26.4	14	19	16
Math	26.3	13	10	15
Science	29.8	4	14	19
Social Science	32.5	1	7	17

Subject	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
English	26.7	13	20	14
Math	25.7	18	11	13
Science	30.3	4	17	19
Social Science	31.0	1	7	11

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

Suspensions & Expulsions

	Almeria Middle		
	05-06	06-07	07-08
Suspensions (#)	209	198	215
Suspensions (%)	19.89%	18.84%	20.96%
Expulsions (#)	9	12	8
Expulsions (%)	0.86%	1.14%	0.78%

	FUSD Middle Schools		
	05-06	06-07	07-08
Suspensions (#)	1573	1388	1576
Suspensions (%)	16.49%	14.46%	16.73%
Expulsions (#)	69	61	58
Expulsions (%)	0.72%	0.64%	0.62%

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 grade point averages, students may 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 after-school Peerleader Club 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, homework tutoring, Math and English tutoring, Art Club, Cheer, Yearbook, and AVID (Advancement via Individual Determination) workshops. Almeria Middle School sponsors a mixture of intramural sports programs for archery, floor hockey, volleyball, flag football, basketball, softball, soccer, and track.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Almeria Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. Staff training activities are an ongoing practice and heavily concentrate on improving student achievement levels through weekly subject area and grade level team collaboration. During the 2007-08 school year, Almeria Middle School sponsored three days of staff development that focused on:

- School Website Development
- Discipline Procedures
- Effective Teachers
- Procedures & Routines
- Positive Expectations

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	6*	3

*Half days (three-hour sessions)

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

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 August 6, 2008, Fontana Unified School District's 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. 08-46 which certifies as required by Education Code §60119, that (1) 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.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Technology Resources

During the 2007-08 school year, Almeria Middle School had a total of 188 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. Teachers have access to 16 SMARTBoards™ to enhance delivery of class lessons.

District Adopted Textbooks (Grades 6-8)		
Publisher	Grades	Year Adopted
Language Arts		
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	2003
Hampton Brown; <i>High Point</i>	6-8	2003
Math		
McDougal Littell; <i>Concepts and Skills</i>	6	2008
Prentice Hall; <i>Pre-Algebra I</i>	7-8	2008
Prentice Hall; <i>Algebra I</i>	7-8	2008
McDougal Littell; <i>Geometry</i>	7-8	2008
Science		
Houghton Mifflin; <i>California Science</i>	6	2007
Prentice Hall; <i>Focus on Life Science</i>	7	2007
Prentice Hall; <i>Focus on Physical Science</i>	8	2007
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

Professional Staff

Teacher Assignment

For the 2007-08 school year, Almeria Middle School had 41 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

	Teacher Credentials & Assignments							
	Almeria Middle				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	42	44	44		1823	1885	1869	
Teachers with Full Credential	38	40	41		1723	1802	1764	
Teachers without Full Credential	4	4	3		100	83	105	
Teachers in Alternative Routes to Certification	0	2	2		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	2	2		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	4	2	2		34	33	32	
Teacher Misassignments - Total	2	12	2	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	1	0	13	0	9	3
Teacher Misassignments for English Learners	2	12	1	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	taught by NCLB-Compliant Teachers	Not taught by NCLB-Compliant Teachers
	2007-08	
Almeria Middle	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels	
	2007-08	
	Almeria Middle	FUSD
	%	%
Doctorate	4.5	1.5
Master's Degree plus 30 or more semester hours	36.4	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	52.3	49.2
Bachelor's Degree	6.8	11.3
Less than a Bachelor's Degree	0.0	2.2

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

	Counselors & Support Personnel (Nonteaching Professional Staff)	
	2007-08	
	No. of Staff	FTE
Counselor	3	2.50
Psychologist	1	0.40
School Nurse	1	0.25
Health Assistant	1	0.60
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
LSH	1	0.20
LSH Aide	1	0.40

FTE = Full-Time Equivalent
Counselor-to-Student Ratio = 1:342
LSH = Language/Speech/Hearing

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.

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison 2006-07	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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
2006-07**

Expenditures Per Pupil	Dollars Spent per Student				
	Almeria Middle	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,375	\$7,893	68.1%	N/A	N/A
Restricted (Supplemental)	\$1,142	\$2,383	47.9%	N/A	N/A
Unrestricted (Basic)	\$4,233	\$5,510	76.8%	\$5,300	79.9%
Average Teacher Salary	\$66,873	\$64,747	103.3%	\$65,008	102.9%

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Almeria Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Almeria Middle School's SARC and access the Internet at any of the county's public libraries. The closest library to Almeria Middle School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs