

# ALMOND ELEMENTARY SCHOOL

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## 2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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SARC Data and Access

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

Almond Elementary School successfully completed its fifth year in June 2008. We have made a commitment to sustain an enriching, nurturing, and productive environment where all students excel. Our dedicated, enthusiastic staff provides an instructional program based on state standards and high expectations for academic performance. We strive to maintain a safe campus that promotes personal responsibility for student behavior and mutual respect among all members of our learning community.

Parent involvement is important at Almond Elementary. We invite and encourage parents to become active members of our learning community. We welcome volunteers to assist with classroom or school activities or to serve as members of our parent committees or organizations on campus.

We look forward to the academic, social, and personal growth of our students and to the continued development of our learning community.

*Karolee Rosen, Ph.D., Principal*

### School Mission

To Teach ALL Students Each and Every Day.

### Parent Involvement

Parents are encouraged to get involved in Almond Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help in the classroom or for special events. The principal invites parents once a month to share their concerns and feedback at monthly Principal Teas. Events such

### 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.

as Back to School Night, Open House, and Math Nights provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. The Parent Teacher Association is a very active and supportive part of the Almond campus. Almond Elementary encourages parents to participate in learning experiences such as, Parent Instruction for Quality Education, an eight-week program that encourages parents to actively participate as equal partners in their child's education and to promote equal access to a college education.

All school-to-home communication is provided in both English and Spanish. Almond Elementary's monthly school newsletter features the school calendar and up-to-date information on school and classroom activities. TeleParent is a telephone messaging system that sends personalized messages from school staff to each student's home. Flyers and the school marquee highlight special announcements and reminders. Parents seeking more information about contributing to the school community may contact the school office at (909) 357-5130 or visit the parent information area in the school office to obtain literature on school programs.

## School Profile

Almond Elementary School is a single-track, year-round school serving 704 students in kindergarten through sixth grade, including 10.94% in special education and 52.1% qualifying for English Learner support.

A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Almond Elementary's dedicated teaching staff provides the best educational environment that promotes social growth, respect, and responsibility.

### Percentage of Students by Ethnicity 2007-08 Enrollment: 704

African-Amer.	5.0%
Amer. Indian or Alaskan Native	0.1%
Caucasian	6.4%
Asian	2.4%
Hispanic or Latino	85.1%
Pacific Islander	0.4%
Multiple or No Response	0.6%

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Almond Elementary. 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. The Language Arts tests were developed by the Sacramento County Office of Education (SCOE). Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix 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 Almond Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

### Standardized State Assessments

Students at Almond Elementary 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, Almond Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 15.6% of fifth 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/>.

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

	Almond			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	28	30	31	28	30	34	42	43	46
Math	43	43	40	27	27	30	40	40	43
Science	9	27	26	18	23	31	35	38	46
History				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.*

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

	Almond							
	African- Amer.	Amer. Alaskan	Indian or Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	38		*	45		29	*	41
Math	25		*	55		40	*	34
Science	*			*		24		*
History								

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

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

	Almond					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	27	35	18	29		
Math	40	39	34	39		
Science	36	17	7	25		
History						

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

	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Statewide Rank		3	4	4
Similar Schools Rank		7	5	5
Results				
Schoolwide - All Students	719	17	15	-6
Ethnic Subgroups				
Hispanic or Latino	716	17	11	-5
Other Subgroups				
Economically Disadvantaged	711	23	8	-8
English Learners	715	14	16	-3

**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; 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.

**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	Almond	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	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

The AYP table in this report (page 3) 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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, Almond Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program mandates.

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/](http://www.cde.ca.gov/ta/ay/).

**Title I Program Improvement (PI) Status**

	Almond	FUSD
PI Status	Not In PI	In PI
First Year of PI Implementation	N/A	2008-09
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**

Almond Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2003; 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	2003
Acreage	9.56 ac
Square Footage	48,138 sf
	Qty.
# of Permanent Classrooms	30
# of Portable Classrooms	2
# of Restrooms (student use)	6 sets
Library	1
Computer Lab	1
Resource Room	1
Title I Work Room	1
Staff Lounge	1
Teacher Work Room	1
Multipurpose Room	1

**Campus Supervision**

Breakfast is available each morning in the cafeteria before school starts and is monitored by supervisory aides. At 8:20 a.m. when the campus is open for students arriving to school, four supervisory aides, teachers, and the principal share supervision of students in front of the school and on the playground. During recess, supervisory aides and one teacher are on the playground to ensure students play safely. At lunch time, the principal and six supervisory aides monitor the cafeteria and playground activities. When students are dismissed for the day, each teacher escorts their class to the bus and student pickup areas. One teacher is assigned to each exit gate, and the principal supervises activity in the bus and parking lot areas to

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Most Recent Inspection: January 7, 2008</b>				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Room 11, Custodial room by 21, Room 20, 22, 32: Replace stained ceiling tile.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			Room 6: Replace missing brass cover plate on floor electric outlet.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Room 11, Custodial room by 21, Room 20, 22: Repair roof leaks.
Overall Cleanliness	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			

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 the deficiency.*

ensure all students depart safely. Almond Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in March 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 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 to identify the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are

typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Almond Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day 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 Almond Elementary 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 January 7, 2008. During the 2007-08 school year, all restrooms were fully operational and available to students at all times.

### 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, Almond Elementary did not receive deferred maintenance funds for campus upkeep projects.

## Classroom Environment

### Discipline & Climate for Learning

Students at Almond Elementary are guided by classroom standards that promote respect, responsibility, and reinforcement when making good choices. The goal of Almond Elementary's discipline program is to provide students with opportunities

to learn self-discipline through a system of fair and consistent consequences for their behavior. Progressive disciplinary measures begin in the classroom and if a student continues making poor choices in behavior, the student is referred to the principal's office where more serious strategies are employed to improve student behavior.

Suspensions & Expulsions			
	Almond		
	05-06	06-07	07-08
Suspensions (#)	59	38	25
Suspensions (%)	8.32%	5.36%	3.56%
Expulsions (#)	1	0	0
Expulsions (%)	0.14%	0.00%	0.00%
	FUSD Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	1040	977	707
Suspensions (%)	5.18%	4.75%	3.59%
Expulsions (#)	13	10	3
Expulsions (%)	0.06%	0.05%	0.02%

*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.*

At the beginning of the school year, students are informed of "Pacer Rules" (school rules) and behavior expectations at grade level assemblies. Each student is provided a Pacer handbook which contains academic, behavior, and safety policies; students are required to review the handbook at home with their parents. Throughout the year, students are reminded of their academic and behavioral responsibilities by their teachers during classroom discussions. All fourth, fifth, and sixth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. On Fridays, students who have demonstrated good citizenship and/or improved academic performance are eligible to be selected as a Pacer Pal. Selected students are acknowledged for their individual accomplishments in the classroom by the principal who presents each student with a special certificate and pencil. At the end of each trimester, an awards assembly is held for each grade level to recognize students for academic efforts and citizenship.

Students with outstanding academic achievements are honored with the Pacer Award. To promote attendance and teamwork, the school awards a traveling attendance trophy to one classroom in each grade level with the highest attendance rate for the week.

### Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	13.3	6		
1	19.6	5		
2	18.8	5		
3	19.2	5		
4	28.3		3	
5	31.0		3	
6	31.7		3	
K-3	20	1		
Combo 4-5	30.0		1	

  

2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.5	6		
1	19.8	3	1	
2	19.8	5		
3	20.0	4	1	
4	32.3		1	2
5	31.7		2	1
6	33.0			3
K-3	20.0	1		

  

2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.7	6		
1	17.0	8		
2	18.0	5		
3	19.6	5		
4	32.3		2	1
5	31.0		3	
6	31.0		3	

Combo classes are any combination of K-3, 3-4, and 4-5 grades.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Almond Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Almond Elementary held three staff development days that focused on:

- Best Practices Theory
- Vocabulary Instruction in Action
- SMART Goals
- Hands-On Math
- Computer Math

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

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

District Adopted Textbooks			
	Publisher	Grades	Year Adopted
<b>Language Arts</b>			
	Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
	Hampton Brown; <i>Into English</i>	K-5	1998
	Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6	2003
	Hampton Brown; <i>High Point</i>	6	2003
<b>Math</b>			
	Houghton Mifflin; <i>California Mathematics</i>	K-5	2008
	Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	2008
<b>Science</b>			
	Houghton Mifflin; <i>California Science</i>	K-6	2007
<b>Social Science</b>			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006
	Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	2006

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 SARCs 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.

### Library Resources

The school library is open from 7:30 a.m. to 4:30 p.m. and is staffed by a full-time library media specialist. The library features over 13,000 titles in English and more than 250 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and magazines. Books on tape are available for teachers to use as supplemental resources for class lessons. Students visit the library with their class at least twice a week; students may visit the library on their own before school, during lunch, and after school.

### Technology Resources

During the 2007-08 school year, Almond Elementary had a total of 190 computers; all classrooms had Internet access. Each classroom has a minimum of three computer workstations for student use and one laptop for each teacher. The school's computer lab features 34 computers, all with Internet access. Each teacher determines the subject area and method to integrate technology into the language arts, math, and science curricula. Students use class and lab computers for Accelerated Reader testing, essential skills activities, keyboarding, Read Write & Type, Math in a Flash, Essential Skills, *unitedstreaming*™, Study Island, and Kid Pix 3000. LCD projectors and document cameras were installed in all classrooms to enhance the delivery of instruction. The school's technology coach provides up-to-date training and support on current

technology trends to help teachers enhance instruction through the use of technology.

## Professional Staff

### Teacher Assignment

For the 2007-08 school year, Almond Elementary had 30 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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.

### Counseling & Support Services Staff

Almond Elementary makes every effort to meet the academic, emotional, and

physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student 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.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.5
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH	1	0.4
LSH Aide	1	0.4

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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. Almond Elementary's special education staff collaborates with the district's SELPA to

### Teacher Credentials & Assignments

	Almond				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	31	30	31		1823	1885	1869	
Teachers with Full Credential	30	28	30		1723	1802	1764	
Teachers without Full Credential	1	2	1		100	83	105	
Teachers in Alternative Routes to Certification	0	2	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	1		33	19	95	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	6	6	0	0	392	270	41	21
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	0
Teacher Misassignments for English Learners	6	6	0	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	
Almond	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1

### Teacher Education Levels

	2007-08	
	Almond %	FUSD %
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	22.6	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	58.1	49.2
Bachelor's Degree	16.1	11.3
Less than a Bachelor's Degree	3.2	2.2

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	Average of Districts in Same
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					
Dollars Spent per Student					
Expenditures Per Pupil	Almond	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,747	\$7,893	60.2%	N/A	N/A
Restricted (Supplemental)	\$1,117	\$2,383	46.9%	N/A	N/A
Unrestricted (Basic)	\$3,631	\$5,510	65.9%	\$5,300	68.5%
Average Teacher Salary	\$55,238	\$64,747	85.3%	\$65,008	85.0%

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
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid
- English Language Acquisition Program,
- Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)

- High Priority School Grants Program
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program
- 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 Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

## SARC Data & Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Almond Elementary 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 Almond Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Almond Elementary is the Fontana Lewis Library & Technology Center 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