

## FONTANA UNIFIED SCHOOL DISTRICT

# FONTANA 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

As principal of Fontana Middle School, I have the privilege of introducing you to our Annual School Accountability Report Card. Whether student, parent, staff, or community member, the data contained in these pages will prove useful in informing you of our school and community, including but not limited to: demographics, achievements, progress evaluation, discipline, budget, and facility enhancement.

The Fontana Middle School Trojan staff is committed to providing our students with a standards-based and grade appropriate curriculum on a daily basis. We are fortunate to have teachers who are eager to make a difference for our students. Our staff is hard-working and both skilled and dedicated to the academic success of all FMS students.

We view this School Accountability Report Card as not only a means of complying with the state legislature, but as an opportunity to share Fontana Middle School with you, our family and friends. Our goal in presenting

you with this information is to keep you well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. We sincerely believe that parents, community members, and staff must work together for the education of all students.

### Parent Involvement

Parents are encouraged to become involved in Fontana 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 school events or field trips. Back to School Night, awards assemblies, the Science Fair, Writing Celebration, and band concerts provide opportunities for parents to support their child's interests and academic efforts. The School Site Council, Attendance Committee, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities.

### 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-to-home communication is provided in both English and Spanish. The school newsletter, written and published by Fontana Middle School students, is issued at the beginning of each trimester and features information about student activities and events. The school marquee features important reminders and announcements. Parents may visit the school's website ([www.fusd.net/schools/MiddleSchool/Fontana/index.stm](http://www.fusd.net/schools/MiddleSchool/Fontana/index.stm)) to obtain general information. Progress reports are issued every four 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 Fontana Middle School or interested in becoming an active member of the school community may contact any school staff member at (909) 357-5370.

## School Profile

Fontana Middle School is a single-track, year-round school serving 1,278 students in sixth, seventh, and eighth grades, including 10.87% in special education, 33.9% qualifying for English learner support, and 67.5% qualifying for free or reduced price lunch. Students are grouped into teams; each team has an assigned group of teachers for core subject areas, creating a "family" type of structure. The team concept creates a sense of belonging which is especially helpful for incoming sixth grade students. The "team structure" enables teachers to collaborate effectively across all content areas on individual student progress. Each team has chosen a college to name their team after and has adopted the chosen college's mascot.

### Percentage of Students by Ethnicity

2007-08 Enrollment: 1,278

African-Amer.	5.2%
Amer. Indian or Alaskan Native	0.6%
Caucasian	6.5%
Asian	0.5%
Filipino	0.2%
Hispanic or Latino	85.6%
Pacific Islander	0.9%
Multiple or No Response	0.5%

Fontana Middle School has a rich history, opening its doors in 1928. Some of the original buildings are listed in the Fontana Historical Registry and many of Fontana's community leaders were educated within its walls. Fontana Middle School places a major emphasis on the future, effecting positive changes in the learning environment to meet the needs, presenting new challenges, and striving for academic excellence of its students. High standards in achievement,

attendance, and attitude are expected of all students and staff. Everyone at Fontana Middle School takes advantage of innovative methods to improve curriculum development, increasing the use of technology in all content areas, and emphasizing progressive staff training concepts and techniques to ensure students are prepared to experience success in high school and in the future.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Fontana 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 Fontana Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

### Standardized State Assessments

Students at Fontana 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, Fontana 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, 14.6% 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

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

	Fontana Middle			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	23	26	30	28	30	34	42	43	46
Math	16	18	25	27	27	30	40	40	43
Science	23	20	30	18	23	31	35	38	46
History	16	13	16	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**

	Fontana Middle						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	22	*	*	*	30	0	37
Math	10	*	*	*	26	9	30
Science	12	*	*	*	29	*	59
History	6	*	*	*	15	*	31

*\*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**

	Fontana Middle					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	28	32	7	30	4	
Math	26	25	10	26	4	
Science	33	27	11	32	6	
History	20	13	5			

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

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		2	2	3
Similar Schools Rank		3	4	4

  

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	672	14	14	20
Ethnic Subgroups				
Hispanic or Latino	672	9	23	22
Other Subgroups				
Economically Disadvantaged	667	19	10	27
English Learners	639	18	22	11
Students with Disabilities	418	25	4	-37

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.

**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	Fontana 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

- 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.

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

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

	Fontana 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

Fontana Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1928; since that time, additional classrooms, a gymnasium, a cafeteria, an auditorium, and a library have been added 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. Students and staff took occupancy of a brand new two-story building (G Building) in October 2007; the new facility features four flex/science labs, six classrooms, two sets of restrooms, and two storage rooms.

#### 2007-08 Campus Improvement Projects

- Added 14 new portables
- Completion of 'G' building

Campus Description	
Year Built	1928
Acreage	15.79 ac
Square Footage	90,228 sf
	<b>Qty.</b>
# of Permanent Classrooms	50
# of Portable Classrooms	19
# of Restrooms (student use)	5 sets/1 unisex
Library	2
Flex/Science Labs	4
Computer Lab	1
Math (computer) Lab	1
Gymnasium	1
Teacher Work/Lunch Room	1
Cafeteria	1
Auditorium	1

### Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. In the morning as students arrive on campus, two campus security officers, the assistant principals, and 12 assigned teachers are stationed at strategic locations on campus to monitor student activities. During lunch, two campus security officers, the assistant principals, and the counselors circulate in and around the cafeteria and common areas to supervise students. At the end of the school day, all teachers, both campus security officers, and the assistant principals are stationed at the exit gates to ensure students leave campus in a safe and orderly manner. Fontana 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 spring 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 principal for review. All emergency work orders are called in immediately to the district's maintenance department. Upon approval, the principal forwards 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 Fontana 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 inspects facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day by the custodian, campus security officers, and school administrators and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

## District Inspection Results

The district's maintenance department inspects facilities and operating systems at Fontana 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 March 13, 2008. During the 2007-08 school year, all restrooms were fully functional and available to students at all times with only one exception. The boys' restroom in the physical education building was closed for remodeling over a six-week period.

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
<b>Most Recent Inspection:</b> <b>March 13, 2008</b>				<b>Repair Needed and Action Taken or Planned</b>
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			S-2A entry: Repair loose veneer on entry door marked S-2. Girls' Locker Room: Replace missing door on locker #84. Fencing Lines: Repair hole in gate by 17. Repair loose fencing and repair hole at northeast backstop. Repair top rail and bent out fence east of backstop.
Interior Surfaces (walls, floors, and ceilings)	✓			Art 1 Office N: Replace missing ceiling tiles. M1, Admin Entry N: Replace stained ceiling tiles. M2: Replace three damaged ceiling tiles. H2: Repair plaster damage and paint on south wall. L8: Repair hole in wall west whiteboard. Admin Girls' RR: Repair hole behind handicap stall door. Repair bumper on handicap stall door. Library storage W: Repair faucet on sink.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			2nd Floor Control Room: Inspect fire extinguisher and replace tag.
Electrical (interior and exterior)	✓			Rooms S-6, S2A, Admin Entry S, Attendance Room: Replace missing electric outlet cover plate. Auditorium Foyer: Replace north side light glass at southwest exit. A-2: Replace cracked ceiling light diffuser. Principal office: Replace missing electric outlet cover plate. M2: Clean
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Boys' RR: Replace push lever on drinking fountain outside Boys' RR.
Restrooms	✓			Boys' RR: Repair third urinal. Continuous flushing. Admin Boys' RR: Repair middle urinal.
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			M1, Admin Entry N: Check for roof leaks.
Overall Cleanliness	✓			Play Fields: Remove graffiti on handball court wall. Girls' Locker room: Graffiti on south entry door.

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

**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.

## 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, Fontana Middle School received \$242,037 in deferred maintenance funds which were used for electrical, flooring, painting, and roofing projects throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Students at Fontana Middle School are guided by school rules and behavior expectations established by the Fontana Unified School District and that 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; students who continue demonstrating poor conduct are referred to the principal's office. When administering consequences, the principal takes into consideration the referred student's past behavior trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner. Fontana Middle School experiences a very low incidence of suspensions and expulsions. The principal may refer students to the Alternative Learning Center on campus which provides an alternative solution to suspension; instruction focuses on academic content.

	Suspensions & Expulsions		
	Fontana Middle		
	05-06	06-07	07-08
Suspensions (#)	96	68	97
Suspensions (%)	7.14%	5.20%	7.59%
Expulsions (#)	3	6	11
Expulsions (%)	0.22%	0.46%	0.86%
	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.*

Character education is integrated through Character Counts lessons and Project Wisdom.

- **Character Counts:** each week and once a month, an insightful message centered on one of the six pillars of character is introduced and discussed with students in the classroom.

- **Project Wisdom:** each morning after students settle into their first class of the day, the principal delivers a daily bulletin

which helps set a positive tone for the rest of the day. The principal delivers thought-provoking messages designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Every student has the opportunity to be recognized for outstanding academic efforts, coming to school on time every day, and demonstrating good citizenship. Each teacher selects one student in their class to receive the Character of the Month award for demonstrating the month's designated Character Counts trait. Selected students are recognized during their team's monthly assembly.

Students work together in maintaining a high attendance rate as a team; at the end of each month, the team with the highest rate receives a pizza or ice cream party. At the end of the school year, an annual awards assembly is held to recognize students with outstanding achievement in academics, band, choir, art, physical education, and attendance.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to join computer club, art club, jazz band, THINK Together, Trojan Academy, and Reader Theater. Intramural sports are offered for volleyball, flag football, basketball, and soccer.

## Class Size & Teaching Load

The table below 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				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		2005-06		
English	28.9	14	25	33
Math	30.8	5	14	23
Science	32.4	5	9	32
Social Science	34.0	2	9	26
2006-07				
English	26.5	17	39	17
Math	30.5	5	19	17
Science	31.6	5	15	24
Social Science	32.8	3	13	23
2007-08				
English	26.0	22	34	18
Math	28.0	9	19	17
Science	30.5	7	22	29
Social Science	32.5	3	2	21

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Fontana 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. During the 2007-08 school year, Fontana Middle School held three staff development days that focused on:

- English Language Learners (ELL)
- English Language Development (ELD)
- Specially Designed Academic Instruction in English (SDAIE)

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 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.

District Adopted Textbooks (Grades 6-8)			
Publisher	Grades	Year Adopted	
<b>Language Arts</b>			
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	2003	
Hampton Brown; <i>High Point</i>	6-8	2003	
<b>Math</b>			
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	
<b>Science</b>			
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	
<b>Social Science</b>			
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	

## Library Resources

The school library is staffed by a full-time library clerk. In addition to standard library books, students have access to Accelerate Reader materials, encyclopedias, dictionaries, newspapers, magazines, and books on tape. Thirty-four Internet-accessible computers are available for online research. Students visit the library with their language arts or science class based upon class lesson plans; students may visit the library on their own before school, during lunch, and after school.

## Technology Resources

During the 2007-08 school year, Fontana Middle School had a total of 137 computers; all classrooms had Internet access. On average, each classroom has four computers which are used primarily for research, word processing, projects associated with class content, graphics presentations, Accelerated Reader, and Accelerated Math. The school's two computer labs are used for whole class instruction. One computer lab is equipped with 36 workstations and serves as a math lab for eighth grade algebra coursework; in some cases, teachers will send students individually to the math lab for skill building or reinforcement. The second computer lab features 40 workstations and is used for elective courses in technology, ranging from beginning to advanced levels, including web design. Each teacher has a laptop and LCD projector to use as supplemental tools to integrate technology into the curriculum. Teachers access unitedstreaming™, a web-based educational digital video library, for visual references that create more powerful, engaging instruction.

## Professional Staff

### Counseling & Support Services Staff

Fontana 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 Success Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

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. Fontana 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) 2007-08		
	No. of Staff	FTE
Counselor	3	2.5
Psychologist	1	0.5
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.4
Adaptive PE Aide	1	0.4
LSH	1	0.4

FTE = Full-Time Equivalent  
Counselor-to-Student Ratio = 1:426  
LSH = Language/Speech/Hearing

### Teacher Assignment

For the 2007-08 school year, Fontana Middle School had 48 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.

## 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 %

	Teacher Credentials & Assignments							
	Fontana Middle				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	53	53	57		1823	1885	1869	
Teachers with Full Credential	47	47	48		1723	1802	1764	
Teachers without Full Credential	6	6	9		100	83	105	
Teachers in Alternative Routes to Certification	0	5	7		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	2	1	5		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	1	0	1		34	33	32	
Teacher Misassignments - Total	8	8	1	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	8	8	1	0	379	270	32	21
Teacher Vacancies	0	0	0	2	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Fontana 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	
	Fontana Middle	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	35.1	34.6
Master's Degree	1.8	1.1
Bachelor's Degree plus 30 or more semester hours	47.4	49.2
Bachelor's Degree	10.5	11.3
Less than a Bachelor's Degree	5.3	2.2

## 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	Fontana Middle	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,356	\$7,893	55.2%	N/A	N/A
Restricted (Supplemental)	\$765	\$2,383	32.1%	N/A	N/A
Unrestricted (Basic)	\$3,591	\$5,510	65.2%	\$5,300	67.8%
Average Teacher Salary	\$50,579	\$64,747	78.1%	\$65,008	77.8%

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

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Fontana 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 Fontana Middle School's SARC and access the Internet at any of the county's public libraries. The closest library to Fontana 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

# San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported

in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 21, 2008. Results of the inspection and corrective action taken by the district are provided in the table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Gym/Lockers	Windows/Doors/Gates/Fences	1) (NE) Door closer is broken (WO#66181); 2) boys' restroom locked.	1) Corrected 9/9/08; 2) unlocked
Outside	Windows/Doors/Gates/Fences	1) Fence (SW) top rail damaged (WO#66158) 2) Near power cage, accumulated refuse and debris (WO#66193) 3) Top rail damaged next to gate (S) fence/(E) side of gate (WO#66158) 4) Fence detached between T-12 and T-13 and T-1 (WO#66158); 5) Fence bottom damaged near T-10 (WO#66158); 6) Bottom of baseball backstop fence is not securely attached to ground; 7) Top rail damaged (E) of handball courts; 8) Concrete chipped in a couple of places along bottom of (N) fence revealing pipe	1) Corrected 9/17/08 2) Corrected 9/9/08 3) Corrected 9/17/08 4) Corrected 9/17/08 5) Corrected 9/17/08 6) City parks/recreation 7) Corrected 9/17/08 8) Corrected 9/17/08
Gym/Lockers	Interior Surfaces	Boys' locker room: unstable portable bench (WO#66188)	Corrected 9/25/08
Kitchen	Interior Surfaces	Roadway metal plate (N) in cafeteria is bent	Will investigate, information not forwarded
Library	Interior Surfaces	Two cracked and worn tiles along central A/C and lights (WO#66191)	Corrected 9/12/08
Staff Lounge and Kitchen	Interior Surfaces	Floor and ceiling tile damaged (WO#66190)	Corrected 9/16/08
C-3	Hazardous Material	Air duct paint chipped (WO#66185)	Corrected 11/19/08
Gym/Lockers	Hazardous Material	Outside paint chipped (WO#66182)	Corrected 9/10/08
Kitchen	Hazardous Material	(N) Outside grease barrel unsecure, paint chipped on (N) door (WO#66182)	Corrected 9/10/08
Library	Hazardous Material	Benches outside to (W) chipped painting (WO#66184)	Corrected 9/10/08
S-2B	Hazardous Material	Cleaner not properly stored	Completed
Admin Office	Fire Safety	Three fire extinguishers had no monthly inspection annotated	No work order; site issue
C-3	Fire Safety	Fire extinguisher not tagged (WO#66195)	Corrected 9/9/08
Cafeteria	Fire Safety	Fire extinguishers no monthly inspection annotated	No work order; site issue
G-203	Fire Safety	Fire extinguisher overcharged	Corrected
Kitchen	Fire Safety	All fire extinguishers had no monthly inspection annotated	No work order; site issue
Library	Fire Safety	Snack bar fire extinguisher no monthly inspection annotated	No work order; site issue
Staff Lounge and Kitchen	Fire Safety	No monthly fire extinguisher inspection annotated	No work order; site issue
T-4	Fire Safety	Fire extinguisher not tagged (WO#66195)	Corrected 9/9/08
T-6	Fire Safety	Fire extinguisher not tagged (WO#66195)	Corrected 9/9/08
Kitchen	Electrical	One light fixture out in supply room (WO#66189)	Corrected 9/11/08
Library	Electrical	Deionized water fire extinguisher had no monthly inspection annotated	No work order; site issue
Staff Lounge and Kitchen	Electrical	Light bulb not working (WO#66189)	Corrected 9/11/08
Admin Office	Restrooms	Men's staff RR loose sink faucet	Information not forwarded, will investigate
Gym/Lockers	Restrooms	Girls' restroom: unsecured toilet paper dispenser (WO#66174)	Corrected 9/16/08
RR near G101	Restrooms	Boys' stall door latch locked (WO#66172)	Corrected 9/12/08
RR near Shop	Restrooms	1) Men's staff RR: loose light fixture (WO#66177); 2) Women's staff RR: loose electrical fixture	1) Corrected 9/9/08; 2) Corrected 9/9/08
Outside	Playground & School Grounds	1) Hole in the asphalt (W) of T-12 2) Bent metal cover next to power cage (WO#66160) 3) Standing water (NW) of track 4) Graffiti on bench (SE corner) 5) Missing valve cover (N) of baseball field next to light pole (WO#66186) 6) Broken irrigation fixture in baseball left field 7) Bleachers have graffiti (WO#66183)	1) Modernization 2) Corrected 9/10/08 3) City parks/recreation 4) WO#66187 completed 5) Corrected 9/10/08 6) Corrected by city parks & recreation department 7) Corrected 9/10/08
Gym/Lockers	Overall Cleanliness	1) Girls' locker room: graffiti on mirror and first stall (WO#66176) 2) Graffiti in handicapped stall of boys' RR (WO#66175) 3) Chipped paint, staples, and tape throughout locker room 4) Boys' locker room: accumulated dirt and grim on lockers 5) Graffiti in restroom (WO#66174) 6) Graffiti on (E) outside drinking fountain (WO#66187)	1) Corrected 9/11/08 2) Corrected 9/10/08 3) Modernization 4) Corrected 5) Corrected 9/16/08 6) Corrected 9/11/08
H Bldg RR	Overall Cleanliness	Boys' RR: accumulated refuse and graffiti on mirror (WO#66180)	Corrected 9/9/08
Outside	Overall Cleanliness	Accumulated refuse on grounds; accumulated sand, glass, and debris on the handball court	Corrected