

# ALMOND ELEMENTARY SCHOOL



Grades PreK-6  
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## 2008-09 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 October 9, 2009, and school facilities information was acquired in June 29, 2009.

### Principal's Message



Welcome to Almond Elementary School, Home of the Pacers, where every student is on the right track to college. At Almond, we maintain 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 have established a safe campus that promotes personal responsibility for student behavior and mutual respect among all members of our learning community. All students at Almond know the importance of the "3 R's" – Respect, Responsibility, and Right Choices!

Parent involvement is also 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. Go Pacers!

*Karolee Rosen, Ph.D., Principal*

### School Mission

To Teach ALL Students Each and Every Day.

### School Profile

Almond Elementary School is a single-track, year-round school serving 692 students in kindergarten through sixth grade, including 9% in qualifying for special education services, 51.2% qualifying for English Learner support, and 90.3% qualifying for the free and reduced-

### 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.

price meal program. 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.

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 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 component of Almond Elementary's program. Almond Elementary encourages parents to participate in learning experiences such as the Parent Instruction for Quality Education series, an eight-week program engaging parents in activities that foster an equal partnership in their child's education and promote equal access to a college education.

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.

### Percentage of Students by Ethnicity 2008-09 Enrollment: 692

African-Amer.	5.2%
Caucasian	6.2%
Asian	2.3%
Filipino	0.3%
Hispanic or Latino	85.1%
Pacific Islander	0.6%
Multiple or No Response	0.3%

## 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

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

## 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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

## National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Almond Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

*Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.*

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students		Achievement Level		
	Scale Score		Basic	Prof.	Adv.
	Calif.	Nat'l			
<b>Reading</b>					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
<b>Math</b>					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
<b>Reading</b>		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
<b>Math</b>		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
	English Learners	
	California	National
<b>Reading</b>		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
<b>Math</b>		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

## 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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

**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; 46% of elementary and middle school students must be proficient in language arts and 47.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 650 or 1 point in growth.
- Each high school must have a graduation rate of 83.1% 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 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Almond	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

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

	Almond			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	30	31	38	30	34	38	43	46	50
Math	43	40	45	27	30	35	40	43	46
Science	27	26	28	23	31	33	38	46	50
History				17	19	25	33	36	41

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 Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

	Almond						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	35		*	*	36	*	48
Math	*			*	44	*	48
Science			*		26	*	*
History							

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

## California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

	Almond					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	37	39	32	37	24	
Math	45	45	43	44	21	
Science	29	28	18	29	*	
History						

## 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.

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

	2009 API Score	API Rank		
		2006	2007	2008
Statewide Rank		4	4	3
Similar Schools Rank		5	5	3
		Increase/Decrease in API		
Results	2009 API Score	2006-07	2007-08	2008-09
Schoolwide - All Students	762	15	-6	40
Ethnic Subgroups				
Hispanic or Latino	758	11	-5	40
Other Subgroups				
Economically Disadvantaged	760	8	-8	47
English Learners	758	16	-3	41

The AYP table in this report illustrates the school's progress in meeting 2008-09 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 2008-09, Almond Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program mandates.

### 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 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2%

*The statistical information in this table reflects the PI status during the 2009-10 school year.*

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/).

### 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." Comparative

district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Tested	Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09		
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	20	26	38

## 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
	<b>Qty.</b>
# 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

### School Facility Good Repair Status

Item Inspected	Repair Status		
<b>Most Recent Inspection:</b> <b>June 18, 2009</b>	Good	Fair	Poor
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Rm 15: adjust water pressure at drinking fountain (WO# 81052)
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		Rm 11: repair roof leak (WO# 81041).
Overall Cleanliness	✓		

### Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
	✓			

*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.*

## 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, two supervision aides, teachers, and the principal share supervision of students in front of the school and on the playground. During recess, supervision aides and one teacher are on the playground to ensure students play safely. At lunch time, the principal and five supervision 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 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 Inspections

The district's maintenance department inspects facilities and operating systems at Almond Elementary at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on June 18, 2009. During the 2008-09 school year, all restrooms were fully operational and available to students at all times.

## 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 2009. An updated copy is available 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 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 principal, custodian, and

all supervision aides carry hand-held radios to quickly relay routine and emergency communications. The hand-held radio base station is located in the school office and monitored by office staff.

## 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 2008-09 school year, Almond Elementary received a portion of \$41,359 for installation of new flooring, paving projects, and roof repairs.

## Classroom Environment

### 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					
2006-07					
Grade	Avg.	Number of Classrooms			
	Class Size	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	
Combo K-3	20	1			
2007-08					
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		
Combo K-3	17.0	1			
Combo 4-5	30.0		1		
2008-09					
K	15.5	6			
1	20.0	5			
2	18.8	5			
3	19.8	4			
4	27.7		3		
5	29.3		3		
6	29.3		3		
Combo K-3	19.0	1			
Combo 4-5	28.0		1		

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

## 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.

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, "Pacer Rules" are revisited during classroom discussions and integrated into class lessons and assignments. All third, fourth, fifth, and sixth grade students are given a student planner which may be used by students to record homework assignments and used by parents and teachers as a communications tool.

Suspensions & Expulsions			
Almond			
	06-07	07-08	08-09
Suspensions (#)	38	25	17
Suspensions (%)	5.36%	3.56%	2.46%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	06-07	07-08	08-09
Suspensions (#)	977	707	1219
Suspensions (%)	4.75%	3.59%	6.39%
Expulsions (#)	10	3	2
Expulsions (%)	0.05%	0.02%	0.01%

*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. On alternating 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, attendance, and citizenship.

Students with outstanding academic achievements are honored with the Pacer Award. At the end of each trimester, students with outstanding academic standing are eligible to participate in a PTA-sponsored raffle for special prizes such as CD players and boom-boxes.

## 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 2008-09 school year, Almond Elementary held three staff development days that focused on:

- Stages of Second Language Acquisition
- ELA Lesson Plans
- English Language Development Standards Curriculum
- English/Language Arts - Expectations and Key Standards
- SPARK Institute (fitness education)

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

As a supplement to district-sponsored training opportunities, Almond Elementary sponsors professional development activities to meet the individual needs of its staff and students. During the 2008-09 school year, training activities were held throughout the year on early release days and focused on the implementation of English Language Development (ELD) in the classroom and aligning ELD curricula to state standards.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs

participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. 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 June 3, 2009, 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 #09-36 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 its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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 12,676 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 once a week; students may visit the library independently before school, during lunch, and after school.

### Technology Resources

During the 2008-09 school year, Almond Elementary had a total of 191 computers; all classrooms had Internet access. Each classroom has a minimum of four computer workstations for student use and one laptop for the 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, keyboarding, Read Write & Type, Math in a Flash, Essential Skills, *Discovery Learning*, and Kid Pix 3000. LCD

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
<b>Language Arts</b>			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
<b>Math</b>			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
<b>Science</b>			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
<b>Social Science</b>			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

projectors and document cameras are 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 improve demonstration of course concepts and content.

## Professional Staff

### Teacher Assignment

For the 2008-09 school year, Almond Elementary had 44 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.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

### 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.

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.5
School Nurse	1	0.3
Health Assistant	1	0.8
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH	1	0.4
LSH Aide	1	0.4
<i>FTE = Full-Time Equivalent</i>		
<i>LSH = Language/Speech/Hearing</i>		

	Teacher Credentials & Assignments							
	Almond				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	30	31	45		1885	1869	1898	
Teachers with Full Credential	28	30	44		1802	1764	1816	
Teachers without Full Credential	2	1	1		83	105	82	
Teachers in Alternative Routes to Certification	2	0	1		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	1		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	0	0	0		33	32	26	
Teacher Misassignments - Total	6	0	0	0	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	6	0	0	0	270	32	4	8
Teacher Vacancies	0	0	0	0	0	2	0	4

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Almond	100.0	0.0
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6

	Teacher Education Levels 2008-09	
	Almond	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	27.3	32.4
Master's Degree	0.0	1.5
Bachelor's Degree plus 30 or more semester hours	57.6	49.8
Bachelor's Degree	15.2	14.0
Less than a Bachelor's Degree	0.0	0.9

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 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.

## SARC Data & Internet 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: Sun 12-5; M-Th 10-9; F-Sat 10-6

Number of computers available: 232

Number of printers available: 4

## 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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison 2007-08	
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

## Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 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					
2007-08					
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	\$5,507	\$8,522	64.6%	N/A	N/A
Restricted (Supplemental)	\$1,475	\$2,734	53.9%	N/A	N/A
Unrestricted (Basic)	\$4,032	\$5,788	69.7%	\$5,512	73.2%
Average Teacher Salary	\$63,548	\$66,500	95.6%	\$67,049	94.8%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program (Cal-SAFE)
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Career Technical Education Equipment & Supplies
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- School/Law Enforcement
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement