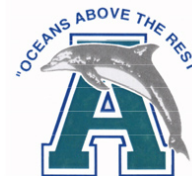


ALMERIA MIDDLE SCHOOL



Grades 6-8
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(909) 357-5350 - FAX (909) 357-5360
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2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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Board of Education

Barbara L. Chavez
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District Administration

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Superintendent
Alejandro Alvarez
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Division of Business Services
Oscar Dueñas
Associate Superintendent
Division of Instructional Services
William W. Wu, J.D.
Assistant Superintendent
Division of Human Resources

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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 and school facilities information were acquired on January 2011.

Principal's Message



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

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

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

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

School Mission

"Learning Today for Success Tomorrow"

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

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 Profile

Almeria Middle School is a modified, traditional round school serving 1,120 students in sixth, seventh, and eighth grade, including 15% in special education, 26% qualifying for English learner support, and 70.9% qualifying for free or reduced price lunch. School staff focus on meeting the individual needs of each student academically, emotionally, and socially. Almeria Middle School emphasizes parent participation and support in the learning process. Administrators, staff, and parents share the vision and commitment that every child at Almeria Middle School will learn and be prepared to experience success in high school.

Each year, Almeria Middle School's counseling staff prepare a School Personnel Accountability Report Card (SPARC) which details a variety of support services and programs available to its students. For the second year in a row, Almeria Middle School received the Los Angeles County Office of Education's Academy Award in recognition of the school's outstanding communication efforts and results driven commitment.

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	10.5%	Grade 6	322
Amer. Indian or Alaskan Native	0.3%	Grade 7	420
Caucasian	5.6%	Grade 8	378
Asian	0.9%		
Filipino	1.1%		
Hispanic or Latino	81.3%		
Pacific Islander	0.3%		
Total Enrollment			1,120

Parent Involvement

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

Parents may visit the school website at www.almeriamiddle.org for general information. Progress reports are issued every four-and-a-half weeks and report cards are issued at the end of each semester. Parents seeking more information about Almeria Middle School or interested in becoming an active member of the school community may contact the principal at (909) 357-5350.

Student Achievement

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

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

District Benchmark Assessments

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

Standardized State Assessments

Students at Almeria Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Almeria Middle			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	32	34	37	34	38	42	46	50	52
Math	24	27	31	30	35	39	43	46	48
Science	28	30	28	31	33	39	46	50	54
History	14	18	27	19	25	31	36	41	44

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.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	Almeria Middle							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	39	*	*	67	35	*	47	*
Math	29	*	*	60	31	*	32	*
Science	26		*	*	27	*	30	
History	33		*	*	25	*	35	

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
	Almeria Middle					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	31	44	9	31	17	
Math	28	35	13	27	18	
Science	29	27	5	27	3	
History	26	29	6	25	2	

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).

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>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Academic Performance Index (API) Three-Year Performance Comparison				
		API Rank		
		2007	2008	2009
Statewide Rank		3	3	2
Similar Schools Rank		8	4	4
		Increase/Decrease in API		
Results	2010 API Score	2007-08	2008-09	2009-10
Schoolwide - All Students				
	690	-6	-9	24
Ethnic Subgroups				
Hispanic or Latino				
	660	-6	-12	25
Other Subgroups				
Economically Disadvantaged				
	653	-6	0	14
English Learners				
	615	-11	-14	40
Students with Disabilities				
	396	-9	-67	101

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

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Almeria Middle	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes

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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness

In the spring of each year, Almeria Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	23.8%	21.6%	17.5%

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 2009-10, Almeria Middle School did not participate in the Title I program.

Title I Program Improvement (PI) Status		
	Almeria Middle	FUSD
PI Status	In PI	In PI
First Year of PI Implementation	2010-11	2008-09
Year in PI	Year 1	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9

The statistical information in this table reflects the PI status during the 2010-11 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/.

School Facilities & Safety

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

Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. One full-time Fontana City Police officer is on

campus to assist administrators with severe discipline issues, family disputes, and legal issues.

Teachers, administrators, and two campus security officers are strategically placed in specific areas to supervise student activities; locations include the quad

Campus Description	
Year Built	1989
Acreage	20 ac
Square Footage	103,210 sf
	Qty.
# of Permanent Classrooms	42
# of Portable Classrooms	11
# of Restrooms (student use)	12 sets
Library	1
Computer Labs	2
Gymnasium	1
Staff Lounge	1
Teacher Work Room	2
Cafeteria	1

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

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in the March 2010. 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.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Almeria Middle School 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 January 28-29, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

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 September 1, 2010. Results of the inspection and corrective action taken by the district are provided in the table below.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. All requests for major projects are reviewed by the principal before submission to maintenance & operations. Each site

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: January 28-29, 2010	Good	Fair	Poor
	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		N-6: Lock strike plate loose.
Interior Surfaces (walls, floors, and ceilings)	✓		MPR, T-12, T-4, P-7, H-6, I-4, Girls Locker Room: Lamps out. T-3, D-2, North Science Lab: Re-se tile. Corrected during walk. T-16, P-2, P-4, N-1, Staff Lunch Room, Kitchen: Stained ceiling tiles. (Restroom, Girls Restroom, Boys Restroom: Replace soap dispenser.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

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

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

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Boys Restroom	Restrooms	Urinal is damaged; restrooms are not stocked with soap	
Playground	Drinking Fountains	Sink/fountain fixtures is loose	
Playground	Restrooms	Urinal is damaged/broken or clogged	
Playground	Playground & School Grounds	Open "S" Hooks, protruding bolt ends, sharp points and edges in playground equipment	
Playground	Playground & School Grounds	Sprinkler Covers/sprinklers are broken.	

custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, three full-time evening custodians, and one part-time evening custodian are assigned to Almeria Middle School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and security officers inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked after each class period throughout the day by the custodian and campus security officers and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

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 2009-10 school year, Almeria Middle School received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

Classroom Environment

Discipline & Climate for Learning

Students at Almeria Middle School are guided by district policies, school rules and behavior expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are applied in the classroom and begin with a warning or phone call to parents, followed by a time

out period and/or detention. Students who continue demonstrating poor conduct are referred to the principal or assistant principal for further intervention. When administering consequences, the administrator takes into consideration the referred student's past behavior trends and severity of the infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Suspensions & Expulsions			
	Almeria Middle		
	07-08	08-09	09-10
Suspensions (#)	215	224	277
Suspensions (%)	20.96%	21.39%	24.73%
Expulsions (#)	8	3	9
Expulsions (%)	0.78%	0.29%	0.80%
	FUSD Middle Schools		
	07-08	08-09	09-10
Suspensions (#)	1576	2138	1781
Suspensions (%)	16.73%	25.00%	21.10%
Expulsions (#)	58	35	27
Expulsions (%)	0.62%	0.41%	0.32%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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

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

are held at the end of each trimester to announce qualifying students and distribute Renaissance cards.

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

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

Class Size & Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.7	13	20	14
Math	25.7	18	11	13
Science	30.3	4	17	19
Social Science	31.0	1	7	11
2008-09				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.6	17	21	9
Math	25.3	12	20	10
Science	29.2	9	21	19
Social Science	29.5	4	13	8
2009-10				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English				
Math				
Science				
Social Science				

2009-10 Data was not available at the time of publication of this report.

Curriculum & Instruction

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 October 6, 2010, 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 #10-57 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 its visual/performing arts curriculum. During the 2010-11 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.

Technology Resources

During the 2009-10 school year, Almeria Middle School had a total of 321 computers; all classrooms had Internet access. On average, each classroom has four computers which are used for research, preparing graphics presentations, Accelerated Reader testing, Accelerated Math testing, keyboarding, and accessing web-based resources such as *unitedstreaming*. The school has two computer labs: one lab features 41 Internet-accessible workstations and is designed for whole-class instruction using the same types of programs available on the classroom workstations. The second computer lab houses 42 workstations with Internet access and is used for seventh and eighth grade technology electives. Two mobile technology carts, each containing 30 laptops and one printer, are available for whole class projects. All classrooms

District Adopted Textbooks (Grades 6-8)			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	0	2003
Hampton Brown; <i>High Point</i>	6-8	0	2003
Math			
Holt; <i>California Math, Course 1, Numbers to Algebra</i>	6	0	2008
Holt; <i>California Math, Course 2 Pre-Algebra</i>	7	0	2008
Holt; <i>California Algebra Readiness</i>	8	0	2008
Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i>	8	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	6	0	2007
Prentice Hall; <i>Focus on Life Science</i>	7	0	2007
Prentice Hall; <i>Focus on Physical Science</i>	8	0	2007
Social Science			
Holt, Rinehart, Winston; <i>Ancient Civilizations</i>	6	0	2006
Holt, Rinehart, Winston; <i>Medieval to Early Modern Times</i>	7	0	2006
Holt, Rinehart, Winston; <i>U.S. History Independence to 1914</i>	8	0	2006

are equipped with a teacher's laptop, LCD projector, and SMARTBoard™ to use as supplemental tools to integrate technology into the curriculum.

Staff Development

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

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	2	2

During the 2009-10 school year, Almeria Middle School sponsored two days of staff development that focused on:

- Formative Assessment
- Student Engagement
- PLC
- 2nd Annual Middle School Buy-Back Day
- Special Education - From SST Referrals to Placement Technology - From Power Points to Smart Boards & Beyond

As a supplement to district-sponsored training, Almeria Middle School supports professional development throughout the year to support the current needs of its teachers and students. During the 2009-10 school year, supplemental training activities took place on weekly early release days and focused on 1) improving instructional practices in the classroom and 2) learning team collaboration.

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:

- Algebra Readiness
- SPARK PE Booster
- Classroom Management
- Academic Vocabulary and Research Techniques Workshop
- 40 Developmental Assets
- Providing Meaningful Feedback Workshop

- New To Middle School?
- Research-Based Instructional Strategies for English Learners
- Genre Specific Writing Workshop - Narrative
- Genre Specific Writing Workshop - Response to Literature
- Genre Specific Writing Workshop - Persuasive

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.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Almeria Middle School had 42 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

Almeria Middle School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and

	Teacher Credentials & Assignments							
	Almeria Middle				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	44	45	42		1869	1898	1608	
Teachers with Full Credential	41	44	42		1764	1816	1584	
Teachers without Full Credential	3	1	0		105	82	24	
Teachers in Alternative Routes to Certification	2	1	1		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	2	1	1		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	2	0	0		32	26	26	
Teacher Misassignments - Total	2	1	0	0	41	4	6	0
Other Misassignments of Certificated Staff	1	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	1	1	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Almeria Middle	88.1	11.9
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels 2009-10	
	Almeria Middle	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	9.3	3.1
Master's Degree	39.5	37.5
Bachelor's Degree plus 30 or more semester hours	48.8	52.1
Bachelor's Degree	2.3	7.0
Less than a Bachelor's Degree	0.0	0.0

support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Almeria Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

District Expenditures

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09

	No. of Staff	FTE
Counselor	3	3.00
Psychologist	1	0.50
School Nurse	1	0.20
Health Assistant	1	0.75
Bilingual Aides	2	1.20
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
Librarian	1	1.00
LSH	1	0.50
LSH Aide	1	0.50

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:357

LSH = Language/Speech/Hearing

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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 2008-09					
Expenditures Per Pupil	Dollars Spent per Student		% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
	Almeria Middle	FUSD			
Total Restricted and Unrestricted	\$6,300	\$6,037	104.3%	N/A	N/A
Restricted (Supplemental)	\$2,487	\$1,650	150.7%	N/A	N/A
Unrestricted (Basic)	\$3,813	\$4,387	86.9%	\$5,681	67.1%
Average Teacher Salary	\$66,294	\$61,647	107.5%	\$68,179	97.2%

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

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

(909) 574-4500

Hours: Su 12-5; M-Th 10-9; F-Sa 10-6

Number of computers available: 232

Number of printers available: 4

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- 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
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement