

ALMOND ELEMENTARY SCHOOL



Grades PreK-6
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2009-10 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 and school facilities information were acquired on January 2011.

Principal's Message



Welcome to Almond Elementary School, Home of the Pacers, where every student is on the right track to succeed with college or career. 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 promote student-centered LEARNING in a collaborative school community.

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

Almond Elementary School serves 673 students in kindergarten through sixth grade. This environment includes 8% qualifying for special education services, 51.1% qualifying for English Learner support, and 88.1% qualifying for the free and reduced-price meal program that includes breakfast in the morning and lunch in the afternoon. A state preschool program is on campus and open to eligible 4-5 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 promoting social growth, respect, and responsibility.

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	5.3%	Kindergarten	91
Amer. Indian or Alaskan Native	0.0%	Grade 1	115
Caucasian	5.8%	Grade 2	97
Asian	3.0%	Grade 3	100
Filipino	0.1%	Grade 4	81
Hispanic or Latino	85.1%	Grade 5	90
Pacific Islander	0.6%	Grade 6	99
Total Enrollment			673

Parent Involvement

Parents are encouraged to get involved in Almond Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help in the classroom, library, office, and for special events. The principal invites parents once a month to share their concerns and feedback at monthly Principal Coffees. Events such as Back to School Night, Open House, Math Nights, Family Math, Project Inspire Workshop, CSI Awards Night and Goal Setting, 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 Organization is a very active and supportive component of Almond Elementary's program.

All school-to-home communication is provided in both English and Spanish. Almond Elementary's school newsletter features the school calendar and up-to-date information on school and classroom activities. TeleParent is a telephone messaging system that sends personalized messages from school staff to each

student's home. Flyers, the school marquee, and the school website 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.

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 six are tested in language arts and math three times a year. These curriculum embedded tests, developed by the district's Assessment and Evaluation Department, 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 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).

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.

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.

**STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Almond			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	31	38	42	34	38	42	46	50	52
Math	40	45	49	30	35	39	43	46	48
Science	26	28	42	31	33	39	46	50	54
History				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**

	Almond							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	44		92	*	39	*	54	
Math	32		92	*	48	*	58	
Science	*		*		42		*	
History								

**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**

	Almond					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	39	46	25	42	25	
Math	51	46	43	51	47	
Science	42	42	14	45		
History						

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

	API Rank		
	2007	2008	2009
Statewide Rank	4	3	4
Similar Schools Rank	5	3	6

Results	School Increase/Decrease in API			School Growth	District Growth	State Growth
	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	-6	40	8	768	731	767
Ethnic Subgroups						
Hispanic or Latino	-5	40	2	758	727	715
Other Subgroups						
Economically Disadvantaged	-8	47	13	770	727	712
English Learners	-3	41	-3	753	703	691

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; 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%.

**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	Almond	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

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/.

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, 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	2008-2009
Year in PI	N/A	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/.

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/>.

Physical Fitness Test			
Percentage of Students Meeting California Fitness Standards 2009-10			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Tested			
5th Gr.	24.1%	26.4%	31.0%

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 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 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 four supervision aides monitor the cafeteria and playground activities. When students are dismissed for the day, each teacher escorts their class to the 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 February 1, 2010. During the 2009-10 school year, all restrooms were fully operational and available to students at all times.

2009-10 Campus Improvement Projects
 • New flooring in office entry area.

Campus Description	
Year Built	2003
Acreage	9.56 ac
Square Footage	48,138 sf
	Qty.
# of Permanent Classrooms	30
# of Portable Classrooms	2
# of Restrooms (student use)	6 sets
Library	1
Computer Lab	1
Resource Room	1
Title I Work Room	1
Staff Lounge	1
Teacher Work Room	1
Multipurpose Room	1

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 February 2010. 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 intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Most Recent Inspection: February 1, 2010				Work orders were generated for all deficiencies noted below.
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			1, 3, 20, 31: Stained ceiling tile. 7, 29, WR8, MPR, Library: Lamps out. 12, 22: Re-seat ceiling tile. 15: Deficiency found.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			13, 17 & 32: Adjust water pressure at drinking fountain.
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			11: Deficiency found.
Overall Cleanliness	✓			Custodial by 23, Electric Room, Outside Electric Room North: Trash and debris.
Overall Summary of School Facility Good Repair Status				
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.

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 and one full-time evening custodian, and 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 2009-10 school year, Almond Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

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				
2007-08				
Grade	Avg.	Number of Classrooms		
	Class Size	1-20	21-32	33+
K	13.3	6		
1	19.6	5		
2	18.8	5		
3	19.2	5		
4	28.3		3	
5	31.0		3	
6	31.7		3	
Combo K-3	20	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	
2009-10				
K				
1				
2				
3				
4				
5				
6				

*2009-10 Average Class Size data was not available at the time of publication of this report.

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		
	07-08	08-09	09-10
Suspensions (#)	25	17	13
Suspensions (%)	3.56%	2.46%	1.93%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	07-08	08-09	09-10
Suspensions (#)	707	1219	939
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	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 PTO-sponsored raffle for special prizes such as CD players and games.

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 2009-10 school year, Almond Elementary held two staff development days that focused on:

- Stages of Second Language Acquisition
- ELD Lesson Plans
- English Language Development Standards Curriculum
- English/Language Arts - Expectations and Key Standards

Staff Development Days Three-Year Trend

2007-08	2008-09	2009-10
3	3	2

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 2009-10 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.

- 1) DIBELS
- 2) 40 Development Assets
- 3) ELD
- 4) Data Analysis

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:

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

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 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.

Library Resources

The school library is open from 7:30 a.m. to 4:00 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 2009-10 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 36 computers, all with Internet access. Each teacher determines the subject area and method to integrate technology into the language arts, math, social studies, and science curricula. Students use class and lab computers for Accelerated Reader testing, Essential Skills, keyboarding, Read Write & Type, Math in a Flash, *Discovery Learning*, and Kid Pix 3000. LCD 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.

District Adopted Textbooks

Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
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
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Almond Elementary had 26 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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	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
<i>FTE = Full-Time Equivalent</i>		
<i>LSH = Language/Speech/Hearing</i>		

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Almond Elementary's special education staff collaborates with the district's SELPA to 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: 2008-09 salary comparison data was the most recent data available at the time this report was published.*)

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 %

Teacher Credentials & Assignments

	Almond			FUSD		
	07-08	08-09	09-10	07-08	08-09	09-10
Total Teachers	31	45	26	1869	1898	1608
Teachers with Full Credential	30	44	26	1764	1816	1584
Teachers without Full Credential	1	1	0	105	82	24
Teachers in Alternative Routes to Certification	0	1	0	76	72	72
Pre-Internship	0	0	0	0	0	0
Teachers with Emergency Permits	1	1	0	95	41	41
Teachers with Waivers	0	0	0	0	1	1
Teachers Teaching Outside Subject Area	0	0	0	32	26	26
Teacher Misassignments - Total	0	0	0	41	4	6
Other Misassignments of Certificated Staff	0	0	0	9	0	0
Teacher Misassignments for English Learners	0	0	0	32	4	6
Teacher Vacancies	0	0	0	2	0	13

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Almond	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%

Teacher Education Levels

	2009-10	
	Almond %	FUSD %
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	27.6	3.1
Master's Degree	62.1	37.5
Bachelor's Degree plus 30 or more semester hours	10.3	52.1
Bachelor's Degree	0.0	7.0
Less than a Bachelor's Degree	0.0	0.0

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					
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	\$5,606	\$6,037	92.9%	N/A	N/A
Restricted (Supplemental)	\$1,260	\$1,650	76.4%	N/A	N/A
Unrestricted (Basic)	\$4,346	\$4,387	99.1%	\$5,681	76.5%
Average Teacher Salary	\$63,594	\$61,647	103.2%	\$68,179	93.3%

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 categorical, 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