

# FONTANA MIDDLE SCHOOL



Grades 6-8  
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## 2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

### FONTANA UNIFIED SCHOOL DISTRICT

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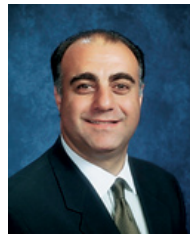
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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials and school facilities information were acquired on January 2011.

### Principal's Message



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

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

We view this School Accountability Report Card as not only a means of complying with the state legislature, but as an opportunity to share Fontana Middle School with you, our family and friends. Our goal in presenting you with this information is to keep you well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. We sincerely believe that parents, community members, and staff must work together for the education of all students.

### School Profile

Fontana Middle School is a modified, traditional year-round school serving 1,156 students in sixth, seventh, and eighth grades, including 12% receiving special education services, 30.4% qualifying for English learner support, and 73.9% enrolled in the free or reduced-price meal program. Students are grouped into teams; each team has an

### 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.

assigned group of teachers for core subject areas, creating a “family” type of structure. The team concept creates a sense of belonging which is especially helpful for incoming sixth grade students. The team structure enables teachers to collaborate effectively across all content areas on individual student progress. Each team has chosen a college to name their team after and has adopted the chosen college’s mascot.

| Percentage of Students by Ethnicity / Grade Level<br>2009-10 |       |             |       |
|--|-------|-------------|-------|
| Ethnic Group   | %     | Grade Level | #     |
| African-American   | 4.8%  | Grade 6     | 360   |
| Amer. Indian or Alaskan Native                               | 0.6%  | Grade 7     | 384   |
| Caucasian  | 6.3%  | Grade 8     | 412   |
| Asian  | 0.6%  |             |       |
| Filipino   | 0.3%  |             |       |
| Hispanic or Latino   | 87.0% |             |       |
| Pacific Islander   | 0.3%  |             |       |
| Total Enrollment   |       |             | 1,156 |

Fontana Middle School has a rich history, opening its doors in 1928. Some of the original buildings are listed in the Fontana Historical Registry and many of Fontana’s community leaders were educated within its walls. Fontana Middle School places a major emphasis on the future, effecting positive changes in the learning environment to meet the needs, presenting new challenges, and striving for academic excellence of its students. High standards in achievement, attendance, and attitude are expected of all students and staff. Everyone at Fontana Middle School takes advantage of innovative methods to improve curriculum development, increasing the use of technology in all content areas, and emphasizing progressive staff training concepts and techniques to ensure students are prepared to experience success in high school and in the future.

## Parent Involvement

Parents are encouraged to become involved in Fontana Middle School’s learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to chaperone school events or field trips. Classroom and Library Helper, Chaperone Activities, awards assemblies, the Science Fair, Writing Celebration, and band concerts provide opportunities for parents to support their child’s interests and academic efforts.

Back to School Night, Open Math & Language Arts Nights, CST Rallies, Student Performance, Student Recognition Assemblies, The School Site Council, QEIA Committee (Quality Education Investment Act) and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities. Parents seeking more information about Fontana Middle School or interested in becoming an active member of the school community may contact any school staff member at (909) 357-5370.

## School News

School-to-home communication is provided in both English and Spanish. The school marquee features important reminders and announcements. Parents may visit the school’s website ([www.fusd.net](http://www.fusd.net)) to obtain general information. Progress reports are issued every four weeks and report cards are issued at the end of each semester. TeleParent is an Internet-based telephone messaging system that forwards important school news and announcements weekly to each student’s home.

## Student Achievement

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

### California English Language Development Test

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

### District Benchmark Assessments

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

matrix, Fontana Unified School District and Fontana Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

## Standardized State Assessments

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

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

|                       | Fontana Middle |       |       | FUSD  |       |       | California |       |       |
|-----------------------|----------------|-------|-------|-------|-------|-------|------------|-------|-------|
|                       | 07-08          | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| English-Language Arts | 30             | 39    | 37    | 34    | 38    | 42    | 46         | 50    | 52    |
| Math                  | 25             | 32    | 34    | 30    | 35    | 39    | 43         | 46    | 48    |
| Science               | 30             | 37    | 33    | 31    | 33    | 39    | 46         | 50    | 54    |
| History               | 16             | 25    | 32    | 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**

|                       | Fontana Middle   |                                |       |          |                    |                  |           |                   |
|-----------------------|------------------|--------------------------------|-------|----------|--------------------|------------------|-----------|-------------------|
|                       | African-American | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian | Two or More Races |
| English-Language Arts | 40               | *                              | *     | *        | 36                 | *                | 56        | *                 |
| Math                  | 26               | *                              | *     | *        | 33                 | *                | 44        | *                 |
| Science               | 14               | *                              | *     | *        | 34                 | *                | 32        | *                 |
| History               | 14               | *                              | *     | *        | 33                 | *                | 27        | *                 |

*\*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**

|                       | Fontana Middle |        |                  |                            |                            |                   |
|-----------------------|----------------|--------|------------------|----------------------------|----------------------------|-------------------|
|                       | Male           | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| English-Language Arts | 35             | 40     | 7                | 33                         | 16                         |                   |
| Math                  | 37             | 31     | 14               | 31                         | 12                         |                   |
| Science               | 38             | 28     | 9                | 33                         | 5                          |                   |
| History               | 36             | 27     | 6                | 30                         | 5                          |                   |

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

| Results              | API Rank |      |      |      |      |      |
|----------------------|----------|------|------|------|------|------|
|                      | 2007     |      |      | 2008 |      |      |
|                      | 2007     | 2008 | 2009 | 2007 | 2008 | 2009 |
| Statewide Rank       |          | 3    | 3    | 3    | 3    | 3    |
| Similar Schools Rank |          | 4    | 6    | 6    | 6    | 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  | 20                              | 26      | -4      | 697           | 731             | 767          |
| Ethnic Subgroups           |                                 |         |         |               |                 |              |
| Hispanic or Latino         | 22                              | 24      | -1      | 698           | 727             | 715          |
| Other Subgroups            |                                 |         |         |               |                 |              |
| Economically Disadvantaged | 27                              | 20      | -7      | 682           | 727             | 712          |
| English Learners           | 11                              | 20      | 17      | 678           | 703             | 691          |
| Students with Disabilities | -37                             |         | 59      | 471           | 574             | 580          |

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; 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          | Fontana 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  |

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/](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/).

**Physical Fitness**

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

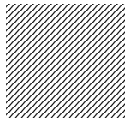
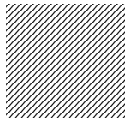
**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2009-10**

| Grade Tested | Number of Standards Met: |        |        |
|--------------|--------------------------|--------|--------|
|              | 4 of 6                   | 5 of 6 | 6 of 6 |
| Seventh      | 25.5%                    | 20.2%  | 10.6%  |

**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, Fontana Middle School did not participate in the schoolwide Title I program.

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

| PI Status                                      | Fontana Middle  |         | FUSD    |
|--|---|---------|---------|
|  | In PI   | In PI   | In PI   |
| First Year of PI Implementation                | 2010-11   | 2010-11 | 2008-09 |
| Year in PI                                     | Year 1  | 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/](http://www.cde.ca.gov/ta/ay/).

## School Facilities & Safety

Fontana Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1928; since that time, additional classrooms, a gymnasium, a cafeteria, an auditorium, and a library have been added to accommodate growth in enrollment. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. Students and staff took occupancy of a brand new two-story building (G Building) in October 2007; the new facility features four flex/science labs, six classrooms, two sets of restrooms, and two storage rooms.

**Campus Description**

|                              |                 |
|------------------------------|-----------------|
| Year Built                   | 1928            |
| Acreage                      | 15.79 ac        |
| Square Footage               | 90,228 sf       |
|                              | <b>Qty.</b>     |
| # of Permanent Classrooms    | 50              |
| # of Portable Classrooms     | 20              |
| # of Restrooms (student use) | 5 sets/1 unisex |
| Library                      | 2               |
| Flex/Science Labs            | 4               |
| Computer Lab                 | 1               |
| Math (computer) Lab          | 1               |
| Gymnasium                    | 1               |
| Teacher Work/Lunch Room      | 1               |
| Cafeteria                    | 1               |
| Auditorium                   | 1               |

### Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. In the morning as students arrive on campus, one campus security officer, the assistant principal, and 12 assigned teachers are stationed at strategic locations on campus to monitor student activities. During lunch, one campus security officer, the assistant principal, and the counselors circulate in and around the cafeteria and common areas to supervise students. At the end of the school day, all teachers, both campus security officers, and the assistant principals are stationed at the exit gates to ensure students leave campus in a safe and orderly manner. Fontana Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

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

### Campus Maintenance

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

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the principal for review. All emergency work orders are called in immediately to the district's maintenance department. Upon approval, the principal forwards work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. All requests for major projects are reviewed by the principal before submission to Maintenance & Operations. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

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

### Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Fontana 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 March 4-5, 2010. During the 2009-10 school year, all restrooms were fully functional and available to students at all times with only one exception.

| School Facility Good Repair Status                       |               |      |  |
|--|---------------|------|--|
| Item Inspected   | Repair Status |      |  |
|  | Good          | Fair | Poor   |
| <b>Most Recent Inspection:<br/>March 4 &amp; 5, 2010</b> |               |      | 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)          | ✓             |      | Lamps out in: S-5; S-2B Office M; Art1/Art Common N; Library; C-8; Girls Locker Room; G103; T1; T4; T5; T8; T11; T14; M1; M3 Office; H6; L1; L2; L12, and A-2. Stained ceiling tiles in: S-4; C-4; C-5; G203; T2; T8; T14; M1, and L6. Replace soap dispenser in: S-1B Restroom and Gym Boys Restroom. |
| Hazardous Materials (interior and exterior)              | ✓             |      |  |
| Structural Damage  | ✓             |      |  |
| Fire Safety  | ✓             |      |  |
| Electrical (interior and exterior)                       | ✓             |      | S-2A: Broken light diffuser.   |
| Pest/Vermin Infestation                                  | ✓             |      |  |
| Drinking Fountains (inside and outside)                  | ✓             |      | Girls Locker Room: Adjust water pressure at drinking fountain.   |
| Restrooms  | ✓             |      |  |
| Sewer  | ✓             |      |  |
| Playground/School Grounds                                | ✓             |      |  |
| Roofs  | ✓             |      | M1: Missing ceiling tiles.   |
| Overall Cleanliness                                      | ✓             |      | Trash and debris in: Utility Outside E; Gym Storage 1 W; Gym Storage S; Storage (2); Auditorium Storeroom NW; Closet SW; 2nd Floor; 2nd Floor Control Room; M3 Storage N; H5 Storage; Custodial, and Storage N.  |

| Overall Summary of School Facility Good Repair Status |           |      |      |      |
|---|-----------|------|------|------|
|   | 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.*

### San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 20, 2010. Results of the inspection and corrective action taken by the district are provided in table below.

| Area Inspected             | Category  | Deficiency Noted                  | Corrective Action Taken |
|----------------------------|-----------|-----------------------------------|-------------------------|
| Girls Restroom (N) of G101 | Restrooms | Toilet Damaged, broken or clogged |                         |

### 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, Fontana 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 Fontana Middle School are guided by school rules and behavior expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are applied in the classroom; students who continue demonstrating poor conduct are referred to an assistant principal for further intervention. When administering consequences, the principal takes into consideration the referred student's past behavior trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Fontana Middle School experiences a very low incidence of suspensions and expulsions. The principal may refer students to the Academic Intervention Class which provides an alternative solution to suspension; during class time students meet with a counselor at the beginning and end of each day and receive one-to-one instruction on regular course work.

|                 | Suspensions & Expulsions |        |        |
|-----------------|--------------------------|--------|--------|
|                 | Fontana Middle           |        |        |
|                 | 07-08                    | 08-09  | 09-10  |
| Suspensions (#) | 97                       | 170    | 161    |
| Suspensions (%) | 7.59%                    | 13.80% | 13.93% |
| Expulsions (#)  | 11                       | 10     | 4      |
| Expulsions (%)  | 0.86%                    | 0.81%  | 0.35%  |
|                 | FUSD Middle Schools      |        |        |
|                 | 07-08                    | 08-09  | 09-10  |
|                 | Suspensions (#)          | 1576   | 2138   |
| 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.*

Character education is integrated through Character Counts lessons. Each week and once a month, an insightful message centered on one of the six pillars of character is introduced and discussed with students in the classroom.

Every student has the opportunity to be recognized for outstanding academic efforts, coming to school on time every day, and demonstrating good citizenship. Each teacher selects one student in their class to receive the Character of the Month award for demonstrating the month's designated Character Counts trait. Selected students are recognized during their team's monthly assembly. At the end of each semester, students with passing scores on the district benchmark assessments are rewarded with certificates and restaurant coupons (for free or discounted meals).

Students work together in maintaining a high attendance rate as a team; at the end of each month, the team with the highest rate receives a monetary distribution that may be applied towards their team field trips. At the end of the school year, an annual awards assembly is held to recognize students with outstanding achievement in academics, band, choir, art, physical education, and attendance.

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

### Class Size & Teaching Load

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

| Teaching Load Distribution<br>Departmentalized Instruction |                 |                      |       |     |
|--|-----------------|----------------------|-------|-----|
| Subject  | Avg. Class Size | 2007-08              |       |     |
|  |                 | Number of Classrooms |       |     |
|  |                 | 1-20                 | 21-32 | 33+ |
| English  | 26.0            | 22                   | 34    | 18  |
| Math   | 28.0            | 9                    | 19    | 17  |
| Science  | 30.5            | 7                    | 22    | 29  |
| Social Science   | 32.5            | 3                    | 2     | 21  |
| 2008-09  |                 |                      |       |     |
| English  | 21.0            | 45                   | 38    |     |
| Math   | 21.8            | 23                   | 34    |     |
| Science  | 23.4            | 16                   | 55    | 2   |
| Social Science   | 24.0            | 6                    | 30    |     |
| 2009-10  |                 |                      |       |     |
| 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 SARC's 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 between 6:30 a.m. and 3:30 p.m. and staffed by a full-time library clerk. In addition to 10,852 library books, students have access to Accelerated Reader materials, encyclopedias, dictionaries, newspapers, magazines, and books on tape. Thirty-six Internet-accessible computers are available for online research. Students visit the library with their language arts, social science, and science class based upon class lesson plans; students may visit the library on their own before school, during lunch, and after school.

### Technology Resources

During the 2009-10 school year, Fontana Middle School had a total of 181 computers; all classrooms had Internet access. On average, each classroom has four computers which are used primarily

| District Adopted Textbooks (Grades 6-8)                                   |        |                                 |              |
|---|--------|---------------------------------|--------------|
| Publisher   | Grades | % of Students Lacking Textbooks | Year Adopted |
|   |        |                                 |              |
| Holt, Rinehart and Winston; <i>Literature and Language Arts</i>           | 6-8    | 0                               | 2003         |
| Hampton Brown; <i>High Point</i>  | 6-8    | 0                               | 2003         |
| <b>Math</b>   |        |                                 |              |
| 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         |
| <b>Science</b>  |        |                                 |              |
| 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         |
| <b>Social Science</b>   |        |                                 |              |
| 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         |

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

for research, word processing, projects associated with class content, graphics presentations, Accelerated Reader, and Accelerated Math. The school's two computer labs are used for whole class instruction. One computer lab is equipped with 36 workstations and serves as a math lab for eighth grade algebra coursework; in some cases, teachers will send students individually to the math lab for skill building or reinforcement. The second computer lab features 36 workstations and is used for elective courses in technology, ranging from beginning to advanced levels, including web design. Each teacher has a laptop and LCD projector and document camera to use as supplemental tools to integrate technology into the curriculum. All language arts and math classes are equipped with interactive white boards and student response systems. Teachers access *unitedstreaming™*, a web-based educational digital video library, for visual references that create more powerful, engaging instruction.

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Fontana Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

| Staff Development Days<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2007-08                                    | 2008-09 | 2009-10 |
| 3  | 3       | 2       |

During the 2009-10 school year, Fontana Middle School held two staff development days that focused on:

- Data Analysis
- QEIA: The Instructional Process and Academic Intervention Programs
- Student Engagement
- Grade and Content-Alike Collaboration on Essential Standards and Pacing
- Instructional Math and Core Content
- Group Buy Back Day
- 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:

- Salary Advancement Courses
- 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, Fontana Middle School had 56 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

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

|  | Teacher Credentials & Assignments |       |       |       |       |       |       |       |
|--|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|
|  | Fontana Middle                    |       |       |       | FUSD  |       |       |       |
|  | 07-08                             | 08-09 | 09-10 | 10-11 | 07-08 | 08-09 | 09-10 | 10-11 |
| Total Teachers   | 57                                | 62    | 57    |       | 1869  | 1898  | 1608  |       |
| Teachers with Full Credential                                  | 48                                | 57    | 56    |       | 1764  | 1816  | 1584  |       |
| Teachers without Full Credential                               | 9                                 | 5     | 1     |       | 105   | 82    | 24    |       |
| Teachers in Alternative Routes to Certification Pre-Internship | 7                                 | 3     | 3     |       | 76    | 72    | 72    |       |
| Teachers with Emergency Permits                                | 0                                 | 0     | 0     |       | 0     | 0     | 0     |       |
| Teachers with Emergency Permits                                | 5                                 | 4     | 4     |       | 95    | 41    | 41    |       |
| Teachers with Waivers  | 0                                 | 0     | 0     |       | 0     | 1     | 1     |       |
| Teachers Teaching Outside Subject Area                         | 1                                 | 0     | 0     |       | 32    | 26    | 26    |       |
| Teacher Misassignments - Total                                 | 1                                 | 0     | 0     | 0     | 41    | 4     | 6     | 0     |
| Other Misassignments of Certificated Staff                     | 0                                 | 0     | 0     | 0     | 9     | 0     | 0     | 0     |
| Teacher Misassignments for English Learners                    | 1                                 | 0     | 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 |
|                   | 2009-10                           |                                       |
| Fontana Middle    | 100.0%                            | 0.0%                                  |
| District Totals   |                                   |                                       |
| All Schools       | 99.7%                             | 2.3%                                  |
| High-Poverty Sch. | 99.7%                             | 2.3%                                  |
| Low-Poverty Sch.  | 0.0%                              | 0.0%                                  |

|  | Teacher Education Levels<br>2009-10 |      |
|--|-------------------------------------|------|
|  | Fontana Middle                      | FUSD |
|  | %                                   | %    |
| Doctorate  | 0.0                                 | 0.4  |
| Master's Degree plus 30 or more semester hours   | 1.7                                 | 3.1  |
| Master's Degree                                  | 40.7                                | 37.5 |
| Bachelor's Degree plus 30 or more semester hours | 54.2                                | 52.1 |
| Bachelor's Degree                                | 3.4                                 | 7.0  |
| Less than a Bachelor's Degree                    | 0.0                                 | 0.0  |

**Counselors & Support Personnel**  
(Nonteaching Professional Staff)  
2009-10

|                        | No. of Staff | FTE |
|------------------------|--------------|-----|
| Counselor              | 3            | 3.0 |
| Adaptive PE Aide       | 1            | 0.4 |
| Adaptive PE Specialist | 1            | 0.4 |
| Health Assistant       | 1            | 0.8 |
| Hearing Specialists    | 2            | 2.0 |
| LSH                    | 1            | 0.4 |
| Psychologist           | 1            | 0.5 |
| School Nurse           | 1            | 0.2 |

FTE = Full-Time Equivalent  
Counselor-to-Student Ratio = 1:385  
LSH = Language/Speech/Hearing

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Fontana Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

## SARC Data & Internet Access

### DataQuest

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

### Public Internet Access Location

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

(909) 574-4500  
Hours: Sunday 12-5; M-Th10-9;  
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.)

### 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 |          |                                    |   |                                      |
|  | Fontana Middle            | FUSD     | % Difference - School and District | State Average for Districts of Same Size & Type | % Difference - School Site and State |
| Total Restricted and Unrestricted      | \$6,092                   | \$6,037  | 100.9%                             | N/A   | N/A                                  |
| Restricted (Supplemental)              | \$2,407                   | \$1,650  | 145.9%                             | N/A   | N/A                                  |
| Unrestricted (Basic)                   | \$3,685                   | \$4,387  | 84.0%                              | \$5,681   | 64.9%                                |
| Average Teacher Salary                 | \$56,405                  | \$61,647 | 91.5%                              | \$68,179  | 82.7%                                |

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

| 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 %                        |