



*To graduate all students prepared to  
succeed in a changing world.*

### **Fontana Middle School**

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Sixth - Eighth Grade  
Crystal Whitley  
Principal

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Patricia J. Peoples, Ed.D.  
Associate Superintendent, Human  
Resources

## **Fontana Unified School District**

# **Fontana Middle School**

## **2000-2001 Annual School Report Card**

### **A Message from the Superintendent**

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.  
Superintendent of Schools

### **Principal's Message**

Dear Trojan Parents, family and friends,

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. Please continue to support us as we "Focus on Achievement."

### **School Mission**

Fontana Middle School is dedicated to providing an environment which enables our students to fulfill their highest academic potential, develop social responsibilities and enhance personal, school and community pride.

### **Community & School Profile**

The city of Fontana is located in the county of San Bernardino, surrounded by the coastal mountain ranges of Southern California. Incorporated in 1952, this suburban city lies approximately 50 miles east of the city of Los Angeles in what is known as the Inland Empire. The residents of Fontana enjoy a mild climate, with an average annual temperature of 66 degrees and 16 inches of annual rainfall.

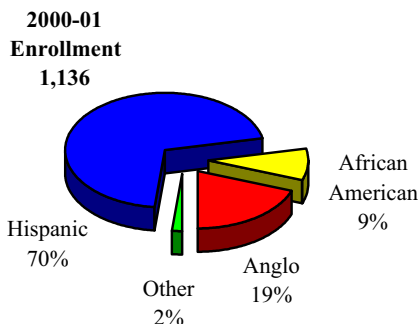
Historically Fontana was first settled as a Spanish land grant in the early 1800's and grew to become an important agricultural community in the early 1900's, producing citrus, grains,

grapes, and poultry. By the 1950's, a large steel mill was opened in the city, and Fontana became the largest producer of steel products in Southern California. The steel operations in the city have since diminished, and currently the largest employers in Fontana include the medical, transportation, and distribution industries as well as the Fontana Unified School District.

The city of Fontana offers a community atmosphere with many residential neighborhoods of quality, affordable housing. Fontana is located near mountains, beaches, lakes and desert areas, which offer many recreational opportunities. There are 39 parks and recreational facilities located within the city, and 23 active sports organizations. One of the largest shopping centers in Southern California is located nearby, as well as the California Speedway, which holds NASCAR and Indy car races.

The Fontana Unified School District educates children in grades preschool through twelve on both traditional and year-round, multi-track systems. The district consists of 23 elementary schools, seven middle schools, three high schools, two continuation high schools, and one adult education program. The Fontana Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing a strong instructional program for all students to ensure excellence in education.

Fontana Middle School is a single-track, year-round school serving 1,136 students in grades six through eight. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Fontana Middle is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



### Discipline & Climate for Learning

Students at Fontana Middle School are guided by "The Six Pillars of Character" that promote trustworthiness, respect, responsibility, fairness, caring, and citizenship among all students. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Fontana Middle's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the student handbook, which clearly outlines behavioral expectations and specific classroom rules. In order to promote peer acceptance and limit potential distractions from classroom learning, Fontana Middle has adopted a uniform policy for both boys and girls, which is outlined in the student handbook.

### Attendance

Regular attendance at Fontana Middle is a necessary part of the learning process and is critical to academic success. Atten-

dance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Punctuality and promptness are desirable traits to develop. The students of Fontana Middle are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Fontana Middle expelled 30 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Fontana Middle School			All Fontana USD Middle Schools		
	99	00	01	99	00	01
Suspensions (#)	721	209	288	3359	1438	1664
Suspensions (%)	74.9	19.5	25.4	44.7	18.0	19.3
Expulsions (#)	20	5	5	78	56	43
Expulsions (%)	2.1	0.5	0.4	1.0	0.7	0.5

### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Peer Leaders
- ASB

The school's intramural sports programs promote individual and team-oriented achievement and self-esteem.

- Basketball
- Flag Football
- Soccer
- Softball
- Track
- Volleyball

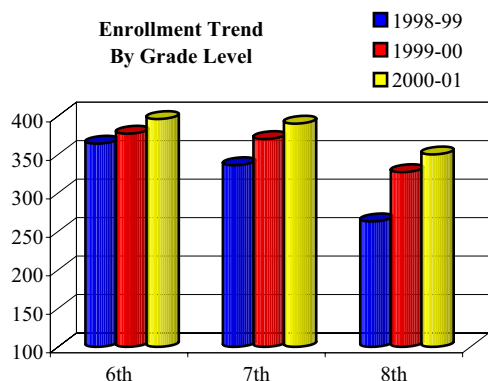
### Homework

Fontana Middle feels homework is a vital part of their educational program that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments timely manner and to the best of their ability. Parents are encour-

aged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

## School Attendance

Student enrollment over the past three years at Fontana Middle has increased by 18%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1,136 students.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Fontana Middle. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Fontana Middle were 92.21% and 92.82%, respectively.

Fontana Middle offers incentives throughout the year in order to promote student attendance. Through the weekly AM "Attendance Matters" program, students have an opportunity to win prizes through a lottery system and are only eligible if they are present at school. In addition, any homeroom class with perfect attendance for an entire week is eligible for prizes. Individual students with perfect attendance receive awards on a monthly, semester, and yearly basis.

## Class Size

Fontana Middle maintained a schoolwide average class size of 31.1 students and a pupil/teacher ratio of 25:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level and subject area taught.

Teaching Load Distribution												
Number of Classes by Size												
Average Class Size	Classrooms containing											
	1-22 Students			23-32 Students			33+ Students					
98 99 00	98 99 00	98 99 00	98 99 00	98 99 00	98 99 00	98 99 00	98 99 00	98 99 00	98 99 00			
English	29	25	24	5	4	10	4	5	22	23	24	11
Math	30	27	27	2	3	6	1	7	17	25	22	22
Science	30	30	28	2	1	2	3	8	19	23	22	18
Social Science	34	30	31	3	2	1	1	8	12	25	24	20

## Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Fontana Middle either met or exceeded state requirements. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes of instructional time. Fontana Middle offered 60,516 minutes of instructional time. Students received 52 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

## Minimum Days

For the 2000-01 school year, Fontana Middle offered 180 days of instruction comprised of 133 regular days and 47 minimum days. According to the California Education Code Section 37670.a, a school district with year-round schools may operate a program for as few as 163 days in each fiscal year as long as the instructional time meets California's grade level requirement. Fontana Middle utilizes minimum days for staff development, teacher preparation, and parent conferences.

## Textbooks & Instructional Materials

Fontana Middle sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as district standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year Fontana Unified School District implemented updated social science textbooks, and adopted textbooks in science and mathematics:

2000-01 Textbook Adoptions			
Subject	Adoption Year	Publisher/Series	Grade Levels
Mathematics	2000/01	Prentice Hall/Prentice Hall Algebra I	7-8
		McDougal Littell/Algebra I	6
Science	2000/01	Prentice Hall/Science Explorer	6-8
		Houghton Mifflin/Social Studies	6-8

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule in the classroom and in the school's computer lab. Fontana Unified School District's website provides a variety of resources and information for parents, staff, students and community members.

## Student Achievement & Testing

In 2000-01, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Fontana Middle. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Language Arts Assessments were given three times and Math Assessments were given four times to students in sixth through eighth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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 pinpoint at risk students. The district and school then utilized various intervention programs to help bring struggling students back to grade level.

### Standardized State Testing

Fontana Middle participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001			
	English/Language Arts		
	6	7	8
<b>All Students</b>			
Fontana Middle	4	9	10
Fontana USD	10	14	15
California	31	32	32
<b>Subgroups</b>			
<b>Gender</b>			
Male	2	3	11
Female	7	15	11
<b>Ethnicity</b>	*	*	*
<b>Language Fluency</b>			
English Learners	1	2	1
Non EL	8	11	14
<b>Migrant Education</b>	*	*	*
<b>Socioeconomic Status</b>			
SED	3	6	8
Non SED	9	13	12

*SED = Socioeconomically Disadvantaged*  
\*Data currently unavailable.

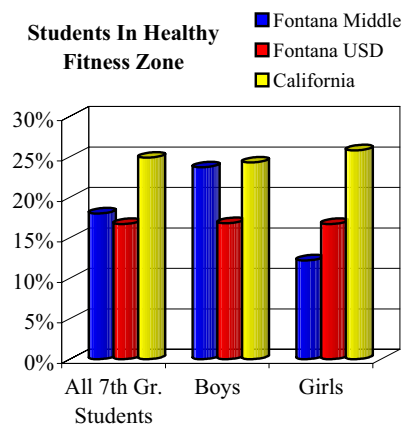
SAT-9 Results 1999, 2000, 2001 % At or Above National Average									
All Students	Reading								
	6			7			8		
Grade	99	00	01	99	00	01	99	00	01
Fontana Middle	21	17	18	22	20	22	28	25	27
Fontana USD	25	23	23	27	25	28	32	30	29
California	44	46	47	44	46	48	47	49	50
All Students	Math								
	6			7			8		
Fontana Middle	26	23	30	19	24	27	15	29	28
Fontana USD	30	34	37	26	29	36	26	29	31
California	50	55	57	45	48	50	45	48	49

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile								
	Reading			Math				
	6	7	8	6	7	8		
<b>Gender</b>								
Male	15	17	28	23	24	32		
Female	22	27	26	38	30	24		
<b>Ethnicity</b>								
African American	12	26	27	14	25	15		
Hispanic	18	17	20	30	27	23		
Anglo	23	39	52	38	29	52		
<b>Language Fluency</b>								
English Learner (EL)	11	3	9	22	13	12		
Non EL	22	30	35	35	32	35		
<b>Socioeconomic Status</b>								
SED	15	17	23	25	22	24		
Non SED	26	32	34	42	36	34		
<b>Migrant Education</b>	<i>No Data Reported</i>							

*SED = Socioeconomically Disadvantaged*

### Physical Fitness

In the spring of each year, Fontana Middle is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

### Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Fontana Middle qualified to participate in the 2000-01 Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

Fontana Middle API Results					
All Students Base	Base		Growth	Growth	
	99	00		99	00
Percent Tested	100	100	Percent Tested	100	99
API Score	480	489	API Growth Score	489	516
Growth Target	16	16	Actual Growth	9	27
Statewide Rank	2	2	Eligible for Awards	No	Yes
Similar Schools Rank	3	2	Eligible for II/USP	No	No
<b>Subgroups</b>					
Hispanic or Latino					
Base API Score	458	469	API Growth Score	469	500
Growth Target	13	13	Actual Growth	11	31
Anglo					
Base API Score	552	567	API Growth Score	567	594
Growth Target	13	13	Actual Growth	15	27
Socioeconomically Disadvantaged					
Base API Score	429	460	API Growth Score	460	491
Growth Target	13	13	Actual Growth	31	31
<p><i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i></p>					

### School Facilities & Safety

Fontana Middle provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1928 and include the library, computer lab, cafeteria, auditorium, staff room, office, gymnasium, and 42 classrooms which provide adequate space for students and staff. Fontana Middle is currently undergoing an extensive modernization and remodeling project. The following elements are being added, remodeled or updated, with the project estimated to be completed by 2005.

- All classrooms
- Internet connections
- Administration building
- Doors
- Landscaping
- Library
- Electrical wiring
- Restrooms
- Lighting system
- Water fountains
- New computer lab
- Expanded cafeteria

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Fontana Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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 provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in May of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

## Counseling & Other Support Services

It is the goal of Fontana Middle to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Counseling Coordinator coordinates the counseling and support services at each school site. The school provides qualified personnel to provide counseling and support services, on a part-time and full-time basis. A psychologist and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
		FTE	
Counselor	2	2	5
Health Aide	1	1	5
Nurse	1	0.4	2
Psychologist	1	0.6	3
Speech/Language Specialist	2	2	5
Police Officer	1	0.4	2

*\*FTE = Full-Time Equivalent*

## Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Fontana Middle works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

## Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Fontana Middle had 32 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99	00	01
Fully Credentialed	28	26	32
Emergency Credentials	7	17	11
Waiver	1	2	6
<b>Total Teachers</b>	<b>36</b>	<b>45</b>	<b>49</b>
Working Outside Subject	0	0	0
Average Years Teaching	9.8	8.4	9.0
Average Years in District	6.0	4.9	5.4

Fontana Middle School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 50 employees: 32 percent with 30+ additional units beyond their bachelor's degree and 40 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Resource Specialists (4 full-time)
- Resource Specialist Aides (4 full-time)
- Special Day Class Teachers (4 full-time)
- Special Day Class Aides (4 full-time)
- Library Specialist (1 full-time)
- English Language Learners Aides (1 full-time, 1 part-time)
- Adaptive Physical Education Specialist (1 part-time)
- Music Teachers (2 full-time)

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principals; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. Staff at Fontana Middle had the option to participate in three staff development days each year for the 2000-01, 1999-00, and 1998-99 school years.

## Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

## Training & Curriculum Improvement

All training and curriculum development at Fontana Middle revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Fontana Middle's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In a focus on the language arts curriculum, Fontana Unified School District utilized the Fast ForWord language develop-

ment program in 2000-01 to help low performing students develop better reading skills. Fast ForWord, developed by the Scientific Learning Corporation, is a technology-based program for kindergarten through twelfth graders which rapidly builds oral language skills by retraining the brain to process information more quickly and effectively. On average, students with reading problems make one to two year gains in language skills after only a few weeks in the program. This program is available to struggling students before and after school, and generally lasts six weeks.

In addition, the district adopted the Language! literacy intervention program for grades six through eight. This program addresses students performing below grade level in reading, writing, and spelling, and enables them to return to grade level through individualized instruction and ongoing assessment. Students take placement tests and enter the program at their own performance level. They receive instruction in reading, writing, spelling, grammar, language and vocabulary as they advance through the different levels until they reach grade level. Fontana Middle also adopted a Remedial Reading Program during 2001-02. All students scoring below the 40th percentile on the SAT-9 receive specialized instruction in the classroom. In addition to Fast ForWord, Language!, and the Remedial Reading Program, Fontana Middle offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- After-school programs
- After-school Algebra class
- After-school teacher availability in the library
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intersessions in language arts and math

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Fontana Middle teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were:

- Content Area Reading
- Writing Strategies
- Focus on Achievement
- Integration of Technology
- Middle School Math/Algebra
- Instructional Strategies

For the 2001-02 school year, staff at Fontana Middle will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

## Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of

the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

## Quality of Instruction & Leadership

Leadership at Fontana Middle is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Fontana Middle's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Curriculum Adoption Committees (Language Arts, Mathematics, Science and Social Science)
- Math Field Day Committee
- Writing Celebration Committee
- Science Fair Committee
- History Day Committee
- District Benchmark Committee
- Superintendent's Teacher and Classified Staff Councils

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- District School Site Council
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Title I Parents
- GATE Parents
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

## Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and con-

struction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student* 1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

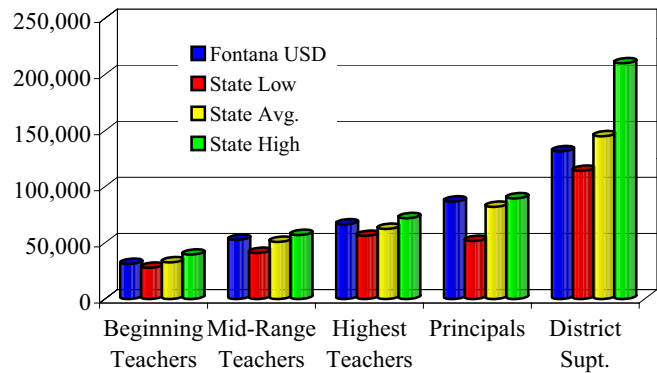
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Joint Training Partnership Act
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

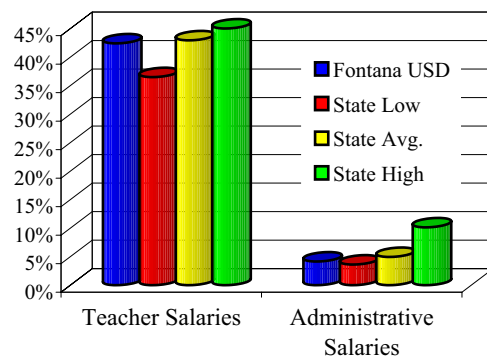
### Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information  
Teachers - Principals - Superintendent  
1999-00**



**Percentage of Budget  
Teacher and Administrative Salaries  
1999-00**



### Contact Information

Parents who wish to participate in Fontana Middle’s leadership teams, school committees, school activities, or become a volunteer may contact Giovanni Annous at (909) 357-5370.