

Fontana Unified School District

Fontana Middle School

2003-2004 Annual School Report Card



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

Fontana Middle School

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Sixth - Eighth Grade
Giovanni Annous, Principal

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Board of Education

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Educational Programs & School
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Business Services
Yolanda Mendoza
Associate Superintendent,
Human Resources
Patricia J. Peoples, Ed.D.
Associate Superintendent,
Administrative Services



A Message from the Superintendent

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

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.

There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

Charles D. Milligan, Ph.D.
Superintendent of Schools

A Message from the Principal

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.

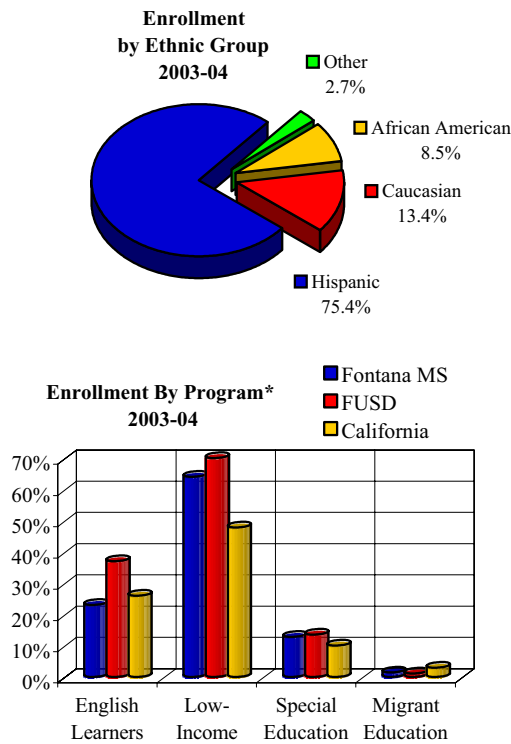
The Fontana Middle School Trojan staff is committed to providing our students with a standards based and grade appropriate curriculum on a daily basis. We are fortunate to have teachers who are eager to make a difference for our students. Our staff is hard working and both skilled and dedicated to the 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 single-track, year-round school serving 1,429 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 School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



*Source: STAR testing enrollment.

Discipline & Climate for Learning

Students at Fontana Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. 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 School's discipline program is to provide students with opportunities to learn self-discipline and responsibility. In 2003-04, parents and students were informed of discipline policies in the middle of the school year through classroom orientation, discipline assemblies and individual student handbooks, which outline school discipline policies and the student code of conduct.

Attendance

Attendance is critical to achievement, and regular daily attendance is a priority at Fontana Middle School. For each day a student is present, the school receives \$37 in state funding. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered.

The table below illustrates the numbers and rates of suspension and expulsion for Fontana Middle School, and the combined total for all middle schools in the Fontana Unified School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

	Suspensions & Expulsions					
	Fontana MS			Fontana USD Middle Schools		
	2002	2003	2004	2002	2003	2004
Suspensions (Cases)	462	299	353	2,913	2,459	2,585
Expulsions (Cases)	20	7	10	130	115	69
Suspensions (%)	37.3	22.9	24.7	34.0	26.2	27.8
Expulsions (%)	0.05	0.02	0.70	1.5	1.2	0.74

Class Size

Fontana Middle School maintained a schoolwide average class size of 30 students and a pupil-to-teacher ratio of 26:1 for the 2003-04 school year. The pupil-to-teacher ratio varied by grade level and subject area.

	Teaching Load Distribution											
	Average Class Size		Classrooms containing:									
			1-22 Students			22-32 Students			33+ Students			
	02	03	04	02	03	04	02	03	04	02	03	04
English	25	25	28	17	28	16	41	28	38	12	23	25
Math	30	26	30	3	15	4	17	17	27	15	19	14
Science	31	32	32	1	2	5	15	13	19	20	25	26
Social Science	32	32	31	0	1	1	15	13	22	19	25	20

Instructional Time

During the 2003-04 school year, all instructional minutes offered at Fontana Middle School 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 School offered 54,225 minutes of instructional time. For the 2003-04 school year, Fontana Middle School offered 180 days of instruction comprised of 135 regular and 45 minimum days. Fontana Middle School utilized minimum days for staff development, teacher preparation, parent conferences, team meetings, department meetings, and grade level meetings.

School Facilities & Safety

Fontana Middle School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1928. Additional buildings have been added to the campus over the years including auditoriums, administrative buildings, a cafeteria, a library, additional classrooms, and a gymnasium. The campus is currently undergoing modernization. Current school facilities encompass 90,228 square feet and are situated on 15.79 acres. Facilities include 44 permanent classrooms and 13 portable classrooms. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. The district approved deferred maintenance projects for Fontana Middle School during the 2003-04 and 2004-05 school years which resulted in the following improvements: new wall systems, and new painting and roofing. Several additional elements are being added, remodeled, or updated, with the project estimated to be completed by 2006: modernization of all classrooms; Internet connections; modernization of the administrative buildings; electrical wiring; remodeled restrooms; updated lighting system; new doors; upgraded landscaping; modernized library; upgraded water fountains; a new computer lab; and an expanded cafeteria. A team of 4 custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). Fontana Unified School District uses a facility survey instrument developed by the California Office of Public School Construction to ascertain facility improvement needs. On May 17, 2005, the district inspected Fontana Middle School's campus using the facility survey instrument and did not find any emergency facility needs. Results of this survey may be obtained at the district office.

Safety of students and staff is a primary concern of Fontana Middle School. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and passing periods, by the school resource officer, campus security officers, teachers, classified staff, and school administrators.

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 updated in December 2004 and was reviewed with the staff at that time. 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
- Conflict resolution

Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient

textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School 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.

District-Adopted Textbooks (Grades 6-8)		
Subject	Publisher	Year Adopted
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Math	Prentice Hall: <i>Pre-Algebra</i>	2001
Math	Prentice Hall: <i>Algebra I</i>	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Counseling & Other Support Services

It is the goal of Fontana Middle School 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, and trouble with decision making or handling peer pressure. The principal coordinates the counseling and support services. The school employs qualified personnel to provide counseling and support services.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	2	2.0
Health Assistant	1	1.0
Nurse	1	0.4
Psychologist	1	0.6
Speech/Language Specialist	2	2.0
School Resource Officer	1	0.8
Outreach Consultant	1	1
Community Liaison	1	1

Teacher Assignment

For the 2003-04 school year, Fontana Middle School had 43 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	30	39	43
Emergency Credentials	7	11	4
Interns	10	12	7
Waivers	4	0	0
Total Teachers	47	52	54
Working Outside Subject	0	0	0
Teacher Misassignments for 2004-05 = 11			
Misassignments of Teachers of English Learners = 28			
Teacher Vacancies for 2004-05 = 0			
<i>*Indicates number of classroom periods misassigned. One teacher may have up to 5 periods.</i>			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered “Highly Qualified” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state’s process to show subject area competence in order to become NCLB-compliant.

Teacher Education Levels 2003-04		
	Fontana MS	Fontana USD
Doctorate	0.0%	1.3%
Master's Degree +30*	29.6%	34.6%
Master's Degree	0.0%	0.7%
Bachelor's Degree +30*	53.7%	45.2%
Bachelor's Degree	14.8%	18.3%
Less Than Bachelor's	1.9%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
Courses Taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	36.6%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor’s degree and have passed the CBEST, or have completed a Bachelor’s Degree and have passed the CBEST. Periodically, Fontana Middle School has difficulty in obtaining qualified substitute teachers from the district’s pool. In the event a substitute teacher is not available for an absent teacher, credentialed staff fill the vacancy during prep periods.

Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

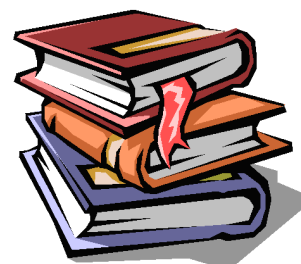
Training & Curriculum Improvement

All training and curriculum development activities at Fontana Middle School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2003-04 school year to support the adoption of new curriculum or the implementation of new programs, including:

- Teacher Expectations & Student Achievement (TESA)
- Classroom Management
- Standards Plus
- Middle School Math/Algebra
- Instructional Strategies
- SB395 training
- Specially Designed Academic Instruction in English (SDAIE) training

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district offers three annual staff development days. During the 2003-04 school year district training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom



Student Achievement & Assessment

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. In 2003-04, district language arts and math assessments were administered three 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 identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

Norm Referenced Test

The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression, and mathematics. The adjacent table reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

CAT/6 Norm Referenced Test 2003 & 2004 % At or Above 50th Percentile												
Subject Area	Reading						Math					
	6		7		8		6		7		8	
Grade Level	03	04	03	04	03	04	03	04	03	04	03	04
Year Ending												
All Students												
Fontana Middle School	20	28	23	26	20	21	30	35	25	30	33	29
Fontana USD	31	31	31	31	26	26	38	42	33	36	36	33
California	45	46	45	45	41	41	51	53	46	48	48	49
Subgroups												
Females	25	23	28	30	22	22	31	29	27	30	34	27
Males	16	32	18	23	18	20	29	40	24	31	33	30
English Learners	6	8	4	6	3	3	16	15	7	12	16	11
Non English Learners	30	39	34	37	27	31	39	46	36	40	41	38
SED [^]	19	28	17	26	17	21	28	35	22	30	31	28
Non SED	27		33		23		37		32		37	
Students with Disabilities	2	4	5	6	2	4	7	10	12	4	2	13
Migrant Education			0		5				0			16
African American	17	32	26	23	9	16	19	32	13	17	17	19
White (non Hispanic)	38	39	40	34	32	36	38	48	45	52	38	43
Hispanic or Latino	18	25	18	24	18	19	30	32	23	27	35	26

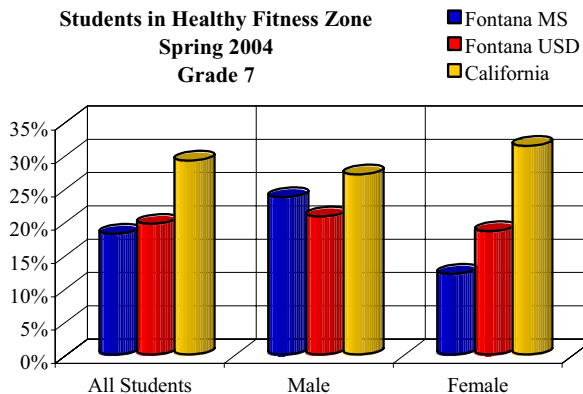
[^]SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 perform fitness tasks in six major areas. 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).

Students in Healthy Fitness Zone
Spring 2004
Grade 7



California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested within a grade level and/or subgroup.

California Standards Tests Fontana Middle School Subgroup Results 2004 % Performing at Proficient & Advanced Levels			
	English/ Language Arts	Math	History/ Social Science
African American	15	5	10
Asian	31	23	
Hispanic	13	11	8
White (not Hispanic)	27	17	14
Male	14	15	10
Female	18	9	7
English Learners	8	9	5
SED^	14	12	7
Students with Disabilities	3	4	7

^SED = Socioeconomically Disadvantaged

California Standards Tests All Students % Performing at Proficient & Advanced Levels									
	Fontana Middle School			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	11	10	16	16	18	20	32	35	36
Math	12	11	12	18	24	23	31	35	34
History/Social Science*		10	9	15	15	16	28	28	29

*History/Social Science first administered to 8th graders in 2003.

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. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine API.

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

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

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.

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	Growth 2001-02	2002 Base	Growth Target	Actual Growth	Growth 2002-03	2003 Base	Growth Target	Actual Growth	Growth 2003-04
All Students	519	14	57	576	577	11	3	580	576	11	40	616
Subgroups												
SED^	495	11	59	554	559	9	9	568	564	9	35	599
African American								536	527	9	66	593
White (not Hispanic)	594	11	74	668	656	9	-13	643	634	9	43	677
Hispanic	504	11	53	557	562	9	10	572	569	9	36	605
	2001	2002	2003						2002	2003	2004	
Percent Tested (Base)	99	99	99		Eligible for Governor's Performance Award				Yes	No	Yes	
Percent Tested (Growth)	99	99	99		Eligible for II/USP Program				--- Not funded ---			
Statewide Rank	2	3	2		Received II/USP Funding				--- Not funded ---			
Similar Schools Rank	2	7	2		Applied for II/USP Program				--- Not funded ---			

^SED - Socioeconomically Disadvantaged

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 to a proficiency level; 13.6% of elementary and middle school students must be proficient in language arts and 16% 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).

After two consecutive years of failure to meet AYP in a particular subgroup, a school that receives Title I funding becomes eligible for Title I Program Improvement (PI). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. Fontana Middle School does not receive Title I funding and is not subject to Program Improvement mandates.

A "Yes" in the adjacent chart means the school or subgroup was at or above the 2004 AYP targets; "No" means the school or subgroup did not meet 2004 AYP targets. Fontana Middle School did not meet all of the 2004 AYP criteria.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Fontana MS		Fontana USD	
	2003	2004	2003	2004
Overall	No	No	No	No
All Students	No	Yes	Yes	Yes
African American	Yes	Yes	Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	No	No	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes
SED^	No	No	Yes	Yes
English Learners	No	No	No	Yes
Students with Disabilities	No	No	No	No

^SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs

2004-05

Recognized as a Title I Achieving School	n/a
Year Identified for Program Improvement	n/a*
Year in Program Improvement	n/a*
Year Exited Program Improvement	n/a*

Program Improvement Schools in District

Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%

*School does not receive Title I funds and is not subject to Program Improvement mandates.

Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- After-school programs
- After-school Algebra class
- Trojan Academy
- Language!
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intersessions in language arts and math
- Resource Specialist Program and Special Day Class

Quality of Instruction & Leadership

Working closely with teachers and staff, the principal and assistant principals lead the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Giovanni Annous has led the school for two years, backed by more than 16 years in education.

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 (SSC)
- District Advisory Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- District English Language Learners Advisory Committee (DELAC)
- Parent Teacher Organization (PTO)
- Student Study Team (SST)
- Individual Education Plan (IEP) Teams

Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

Current Expense of Education Per Student*		
2002-2003		
Statewide Average		
All Unified		
Fontana USD	School Districts	All Districts
\$6,304	\$6,882	\$6,822
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

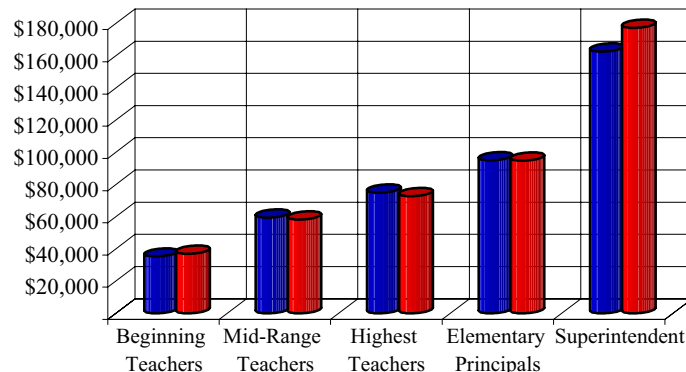
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Fontana Middle School had the following categorical programs:

- Gifted and Talented Education (GATE)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- School Improvement Program Funds (SIP)

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 Salaries Paid
Teachers - Principals - Superintendent
2002-2003



Salaries as a Percentage of Total Budget
2002-2003

	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%

Contact Information

Parents who wish to volunteer or participate in Fontana Middle School's leadership teams, school committees, or school activities may contact the principal at (909) 357-5370.