

# ALMOND ELEMENTARY SCHOOL

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Grades K-6  
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## 2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006. In some sections, three years of data are required for disclosure; since Almond Elementary opened at the beginning of the 2003-04 school year, only two years of data are available for disclosure.*

### Principal's Message

Almond Elementary School successfully completed its second school year in June 2005. We have made a commitment to sustain an enriching, nurturing, and productive environment where all students excel. Our dedicated, enthusiastic staff provides an instructional program based on state standards and high expectations for academic performance. We strive to maintain a safe campus that promotes personal responsibility for student behavior and mutual respect among all members of our learning community.

Parent involvement is important at Almond Elementary. We invite and encourage parents to become active members of our learning community. We welcome volunteers to assist with classroom or school activities or to serve as members of our parent committees or organizations on campus.

We look forward to the academic, social, and personal growth of our students and to the continued development of our learning community.

*Karolee Rosen, Ph.D., Principal*

### School Mission

To Teach ALL Students Each and Every Day.

### Parent Involvement

Parents are encouraged to get involved in Almond Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making

process. Parents may volunteer to help in the classroom and on pictures days. The principal invites parents once a month to share their concerns and feedback at monthly Principal Teas. Events such as Back to School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Almond Elementary encourages parents to participate in Bright Start - a six-week program that teaches parents how to help their children with literacy skills.

School-to-home communication takes place through the monthly school newsletter which features the school calendar and up-to-date information on school and classroom activities. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Flyers and the school marquee highlight special announcements and reminders. All school-to-home communication is provided in both English and Spanish. Parents seeking more information about contributing to the school community may contact the school office at (909) 357-5270 or visit the parent information area in the school office to obtain literature on school programs.

### District Goals

**LEARNING FOR ALL STUDENTS** Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

**SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS** Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

**QUALITY STAFF PROVIDING QUALITY SERVICE** Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

**SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION** Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

**ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS** Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

# School Profile

Almond Elementary School is a single-track, year-round school serving 742 students in kindergarten through sixth grade. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Almond Elementary's dedicated teaching staff provides the best educational environment that promotes social growth, respect, and responsibility.

## Student Achievement

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

### District Benchmark Assessments

During the 2004-05 school year, grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These 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. Fontana Unified School District and Almond Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

### California English Language Development Test

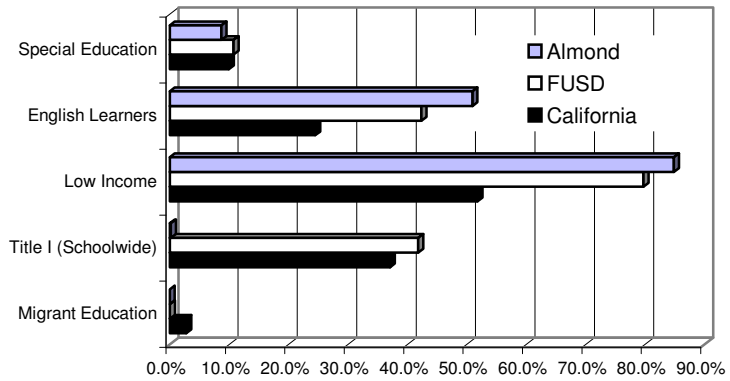
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they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

### Standardized State Assessments

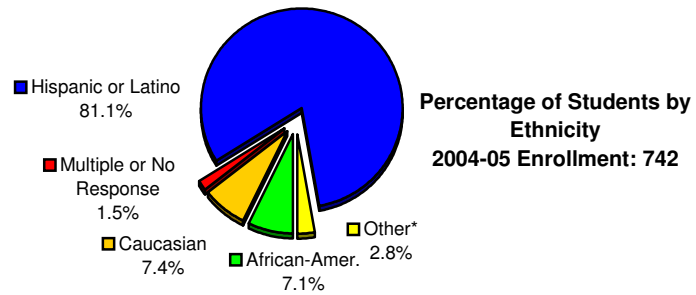
Students at Almond Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**% of Student Enrollment By Program  
2004-05**



Source: STAR testing enrollment



\*American Indian or Alaskan Native, Filipino, Pacific Islander, and Asian combined.

### District-Administered Assessments

Grade	2002-03						
	K	1	2	3	4	5	6
Reading	66%	59%	24%	15%	11%	16%	26%
Math	74%	57%	77%	68%	65%	13%	45%
Writing	N/A	82%	48%	38%	14%	51%	28%

Grade	2004-05						
	K	1	2	3	4	5	6
Reading	42%	19%	47%	25%	38%	14%	20%
Math	69%	70%	79%	63%	48%	15%	35%
Writing	N/A	70%	51%	43%	37%	55%	29%

### CAT/6 Test Results

#### All Students

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Almond			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	27	21	29	29	29	27	43	43	41
Math	41	48	38	39	41	50	51	52	

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

### CAT/6 Test Results

#### Numerically Significant Ethnic Subgroups

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Almond						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*	*		22		*
Math	*	*	*		47		*

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

**CAT/6 Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring At or Above Average (50th Percentile Rank)**  
**2004-05**

	Almond					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	12	29	26	21	7	
Math	49	47	41	48	29	

**California Standards Test Results**  
**All Students**  
**Percentage of Students Scoring at Proficient & Advanced Levels**

	Almond			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts		20	26	18	20	25	35	36	40
Math		34	36	24	23	26	35	34	38
Science		5	9	11	9	11	27	25	27
History				15	16	18	28	29	32

*Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.*

**California Standards Test Results**  
**Numerically Significant Ethnic Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2004-05**

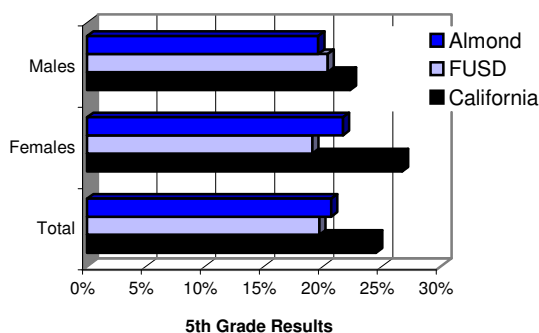
	Almond						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	24	*	*		25	*	34
Math	30	*	*		37	*	32
Science	*		*		10		*
History							

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2004-05**

	Almond					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	25	27	16	25	11	
Math	38	34	31	35	22	
Science	12	6	2	8	*	
History						

**Physical Fitness Test Results**  
**Percentage of Students in "Healthy Fitness Zone"**  
**2004-05**



**CAT/6**

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

**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. All school districts in the State of California are required to report their CST results in comparison to the state average.

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/>.

**Physical Fitness**

In the spring of each year, Almond Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

**Academic Performance Index**

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

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

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

## 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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Almond Elementary School met all 2005 AYP criteria and therefore not required to enter into Title I Program Improvement status.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). 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.

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/).

Academic Performance Index (API)				
API Base		API Growth		
	2004		From 2003 to 2004	From 2004 to 2005
Percent Tested	100	Percent Tested	100	100
API Base Score	685	API Growth Score	683	698
Growth Target	6	Actual Growth		13
Statewide Rank	4	Eligible for GPA	Unfunded	Unfunded
Similar Schools Rank	9	Eligible for II/USP	Unfunded	Unfunded

API Significant Subgroup Results				
Hispanic or Latino				
API Base Score	689	API Growth Score	689	697
Growth Target	5	Actual Growth		8
Socioeconomically Disadvantaged				
API Base Score	683	API Growth Score	683	692
Growth Target	5	Actual Growth		9

Adequate Yearly Progress (AYP)					
	Almond		FUSD		
	03-04	04-05	02-03	03-04	04-05
Overall School Results	Yes	Yes	No	No	No
Subgroup Results					
	Almond		FUSD		
	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	No	Yes	No
Special Education	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Almond
Title I Targeted Assistance School	Yes
Title I Schoolwide School	No
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

## 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 2004-05, Almond Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

Almond Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2003; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

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

### Campus Supervision

Breakfast is available each morning in the cafeteria before school starts and is monitored by supervisory aides. At 8:20 a.m. when the campus is open for students arriving to school, six supervisory aides, teachers, and the principal share supervision of students in front of the school and on playground. During recess, supervisory aides and one teacher are on the playground to ensure students play safely. At lunch time, the principal, assistant principal, and six supervisory aides monitor the cafeteria and playground activities. When students are dismissed for the day, each teacher escorts their class to the bus and student pickup areas. One teacher is assigned to each exit gate, and the principal and assistant principal supervise activity in the bus and parking lot areas to ensure all students depart safely. Almond Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School 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 May 2005. 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. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. 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, one full-time evening custodian, and one part-time evening custodian are assigned to Almond Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects Almond Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 15, 2006; no emergency repairs were needed and no unsafe conditions were found.

### 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 2004-05 school year, Almond Elementary did not receive or require deferred maintenance funds for campus upkeep.

## Classroom Environment

### Discipline & Climate for Learning

Students at Almond Elementary are guided classroom standards that promote respect, responsibility, and reinforcement when making good choices. The goal of Almond Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Progressive disciplinary measures begin in the classroom and if a student continues making poor choices in behavior, the student is referred to the principal's office where more serious strategies are employed to improve student behavior. At the beginning of the school year, students are informed of "Pacer Rules" (school rules) and behavioral expectations at grade level assemblies. Each student is provided a Pacer handbook which contains academic, behavioral, and safety policies; students are required to review the handbook at home with their parents. Throughout the year, students are reminded of their academic and behavioral

School Site Inspection	
Most Recent Inspection: February 15, 2006	
Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	No*
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

\*Replace ceiling tiles in Room 21, Building 27, and Building B1. 100% of restrooms fully operational during the 2004-05 school year. Deficiencies noted in school inspection report were corrected immediately by the district's maintenance department.

	Suspensions & Expulsions		
	Almond		
	02-03	03-04	04-05
Suspensions (#)	*	33	53
Suspensions (%)		4.60%	7.14%
Expulsions (#)	*	0	1
Expulsions (%)		0.00%	0.13%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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.

\*Suspension and expulsion data is unavailable since Almond Elementary opened in fiscal year 2003-04.

responsibilities by their teachers during classroom discussions. All fourth, fifth, and sixth grade students are given a student planner which may be used by students to record homework assignments and used as a communications tool between parents and teachers.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship through positive reinforcement. On Fridays, students who have demonstrated good citizenship and/or improved academic performance are eligible to be selected as a Shining Star. Selected students are acknowledged for their individual accomplishments in the classroom by the principal who presents each student with a special certificate and pencil. At the end of each trimester, an awards assembly is held for each grade level. Students are recognized for academic efforts and citizenship. Students with outstanding academic achievements are honored with the Pacer Award. To promote attendance and teamwork, the school awards a traveling attendance trophy to one classroom in each grade level with the highest attendance rate for the week.

### Class Size

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

Class Size Distribution Self-Contained Classes				
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.5	6		
1	20.0	5		
2	20.0	4		
3	20.0	5		
4	30.3		3	
5	31.0		3	
6	30.0		3	
Combo K-3	20.0	1		
Combo 4-5	28.0		1	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.2	6		
1	20.0	5		
2	20.0	4		
3	20.0	4	1	
4	31.7		2	1
5	29.7		3	
6	27.5		4	
Combo K-3	20.0	1		
Combo 4-5	29.0		1	

Combo classes are any combination of K-3 and 4-5 grades.

Almond Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Almond Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

### Instructional Time

During the 2004-05 school year, all instructional time offered at Almond Elementary exceeded state requirements. For the 2004-05 school year, Almond Elementary offered 180 days of instruction comprised of 135 regular days and 45 minimum days. Every Tuesday is a minimum day. Almond Elementary utilizes 50% of minimum days for teacher planning and the remaining minimum days are used for staff and grade level meetings.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	41,400	36,000
1-3	57,533	50,400
4-6	58,883	54,000

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Almond Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2004-05 school year, Almond Elementary held three staff development days that focused on:

- Professional Learning Communities
- Classroom Management Techniques
- Data Analysis Techniques
- Designing Lessons from Data Results
- Effective Teaching Strategies
- Differentiated Instruction

Fontana Unified School District offers support to new and veteran teachers as well as interns,

pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### School Leadership

Almond Elementary's principal works closely with the assistant principal and the leadership team directing the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Karolee Rosen is responsible for overall administration of school activities, teacher evaluations, and daily operations. Assistant principal Janet Bergquist shares oversight of student discipline, teacher evaluations, student supervision, and English learner programs.

Dr. Rosen has been with the Fontana Unified School District for six years and principal of Almond Elementary for the past two years. Prior to joining Fontana Unified School District, Dr. Rosen served the Norwalk La Mirada School District. Dr. Rosen has been in the educational field for 18 years serving as a teacher, school site administrator, and district administrator. Principal Rosen holds a doctorate in education with an emphasis in curriculum and instruction, a master's degree in liberal arts, has attained her Tier I and Tier II administrative credentials, and has completed AB75 principal training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, teacher representatives from each grade level, technology coach, and occasionally the Title I Teacher. The Leadership Team meets once a month to collaborate on curricular and operational issues as well as serve as a liaison between administration and grade level teams.

### 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 September 29, 2005, the Fontana Unified School District 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 No. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social

science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

### Library Resources

The school library is open from 7:30 a.m. to 4:30 p.m. and is staffed by a full-time library media specialist. The library features 13,633 titles in English and 253 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, and magazines. Books on tape are available for teachers to use as supplemental resources for class lessons. Four Internet-accessible computers are available for online research. Students visit the library with their class at least twice a week; students may visit the library on their own before school, during lunch, and after school.

### Technology Resources

During the 2004-05 school year, Almond Elementary had a total of 70 computers; all classrooms had Internet access. Each classroom has a minimum of three computer workstations for student use and one laptop for each teacher. The school's computer lab features 32 computers, all with Internet access. Each teacher determines the subject area and method to integrate technology into the language arts, math, and science curricula. Students use class and lab computers for Accelerated Reader testing, essential skills activities, keyboarding, Read Write & Type, Math in a Flash, and Kid Pix 3000. The school's technology coach provides up-to-date training and support on current technology trends to help teachers enhance instruction through the use of technology.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Almond Elementary 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 using research-based instructional materials and strategies.

The school's special education program is staffed by two special day class teachers who support kindergarten special day classes. One resource specialist teacher and one resource specialist aide provide in-class support both individually and in small group settings. Some students visit the resource room to receive small group instruction from the resource teacher. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students in first through fifth grade are mainstreamed into the general education classroom based upon their IEP. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Three bilingual aides work with English Learners in small groups, providing front-loading and reinforcement of class lessons and helping them acquire language skills, reading skills, vocabulary development, and language fluency. Fourth, fifth, and sixth grade English Learners participate in the English Language Acquisition Program as a supplement to their standard language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Almond Elementary continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students in grades three, four, five, and six may qualify for the Gifted and Talented Education (GATE) program through district testing. After-school GATE activities follow a 5-6 schedule and are held for each grade level; students participate in special enrichment activities developed by GATE-trained teachers.

Almond Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Tutor Monitors: work with small groups of students and focus on both reading and writing literacy skills.
- Off-track Intersession: students in grades 1-6 receive four hours of instruction five days a week over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons. Students at the Far Below Basic and Below Basic levels on the district matrix are given first priority and encouraged to attend.
- Before- or After-School Tutoring: K-6 students who are not reaching proficiency levels are referred by their teachers for individualized instruction focused on improving skills to meet state proficiency standards.
- Homework Club: a quiet, support environment three days a week for 60 minutes; students in grades two through six may complete homework assignments or receive assistance from certificated staff.

• Achievement Subs: two full-time permanent teachers work with fourth and fifth grade students who are at the Basic level on district assessments. Instruction focuses on increasing reading, writing, and math skills to meet state proficiency standards.

## Professional Staff

### Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Almond Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Almond Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, one of the achievement subs will fill the role of the substitute.

### Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the

PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

### Counseling & Support Services Staff

Almond Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Study 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.

#### Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.5
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.4
Adaptive PE Aide	1	0.4
LSH Therapist	1	0.5
LSH Aide	1	0.5

LSH = Language/Speech/Hearing  
FTE = Full-Time Equivalent

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Almond Elementary's special education staff collaborates with the district's SELPA

to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

### Teacher Assignment

For the 2004-05 school year, Almond Elementary had 31 teachers who met all credential requirements in accordance with state guidelines.

#### Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Almond Elementary	81.8
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

### Teacher Education Levels

2004-05

	Almond Elementary	FUSD
	%	%
Doctorate	3.0	1.3
Master's Degree plus 30 or more semester hours	27.3	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	48.5	48.6
Bachelor's Degree	21.2	14.3
Less than a Bachelor's Degree	0.0	0.7

### Teacher Credentials & Assignments

	Almond			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	N/A	32	33	1818	1780	1911
Teachers with Full Credential	N/A	28	31	1603	1635	1771
Teachers in Alternative Routes to Certification	N/A	2	1	120	63	168
Pre-Internship	N/A	2	0	129	47	9
Teachers with Emergency Permits	N/A	1	0	261	56	34
Teachers with Waivers	N/A	0	0	23	0	2
Teachers Teaching Outside Subject Area	N/A	0	0	0	35	60
Teacher Misassignments - Total	N/A	11	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	11	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

\*Represents total class periods where teachers were misassigned.

\*\*Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

## 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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century  
Class Size Reduction  
Comprehensive School Reform  
Early Intervention  
Gifted & Talented Education  
High Priority Schools  
Instructional Materials  
Parent Education  
Peer Assistance & Review  
Reading First  
School Improvement  
School Safety  
Smaller Learning Communities

Special Education  
Staff Development  
State & Federal Preschool  
Supplemental Technology  
Title I, III, & V  
Tobacco Use Prevention

### Salary Comparison

2003-04

	State Average of Districts in Same Category	
	FUSD	
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

### Current Expense of Education per Pupil

2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	
			State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127