

## FONTANA UNIFIED SCHOOL DISTRICT

# FONTANA MIDDLE SCHOOL

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[www.fusd.net](http://www.fusd.net)



Grades 6-8  
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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.*

### Principal's Message

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

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

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

### Parent Involvement

Parents are encouraged to get involved in Fontana Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to

chaperone school events or field trips. Back to School Night, awards assemblies, the Science Fair, Writing Celebration, and band concerts provide opportunities for parents to support their child's interests and academic efforts. The School Site Council, Attendance Committee, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and school activities.

School-to-home communication takes place in a variety of formats. The school newsletter, written and produced by Fontana Middle School students, is issued at the beginning of each trimester and features information about student activities and events. The school marquee features important reminders and announcements. Parents may visit the school's website ([www.fusd.net/schools/MiddleSchool/Fontana/index.stm](http://www.fusd.net/schools/MiddleSchool/Fontana/index.stm)) to obtain general information and to access In Touch, a web-based academic progress reporting system. Progress reports are issued every three weeks and report cards are issued at the end of each trimester. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information about Fontana Middle School or interested in becoming an active member of the school community may contact any school staff member at (909) 357-5370.

### School Profile

Fontana Middle School is a single-track, year-round school serving 1,353 students in sixth, seventh, and eighth. Students are grouped into teams; each team has an assigned group of teachers for core subject areas, creating a "family" type of structure. The team concept creates a sense of belonging which is

### 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

especially helpful for incoming sixth grade students. The "team structure" creates a sense of community for the students and enables teachers to collaborate effectively across all content areas on individual student progress. Each team chooses a college to name their team after and adopts the chosen college's mascot.

Fontana Middle School has a rich history, opening its doors in 1927. Some of the original buildings are listed in the Fontana Historical Registry and many of Fontana's community leaders were educated within its walls. Fontana Middle School places a major emphasis on the future, effecting positive changes in the learning environment to meet the needs, present new challenges, and strive for academic excellence of its students. High standards in achievement, attendance, and attitude are expected of all students and staff. Everyone at Fontana Middle School takes advantage of innovative methods to improve curriculum development, increasing the use of technology in all content areas, and emphasizing progressive staff training concepts and techniques to ensure students are prepared to experience success in high school and in the future.

## Student Achievement

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

### District Benchmark Assessments

During the 2004-05 school year, district language arts assessments and math assessments were administered three times a year to students in sixth, seventh, and 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. Fontana Unified School District and Fontana Middle School provided intervention programs for students who were identified through the matrix as performing below grade level standards.

#### District-Administered Assessments

##### 2002-03

Grade	6	7	8
Reading	N/A	N/A	N/A
Math	29%	11%	27%
Writing	31%	45%	44%

##### 2003-04

Grade	6	7	8
Reading	17%	8%	23%
Math	26%	6%	39%
Writing	37%	9%	67%

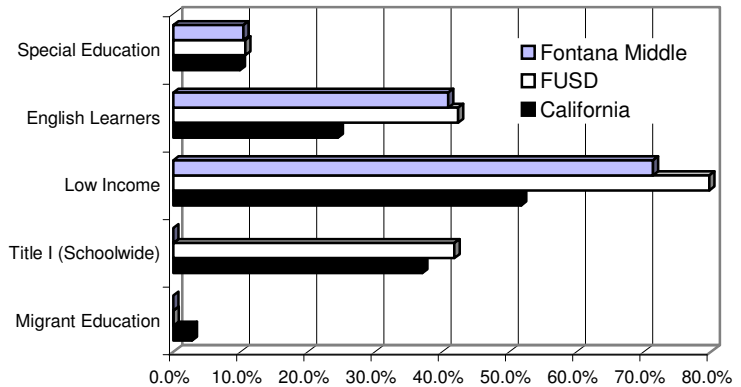
##### 2004-05

Grade	6	7	8
Reading	23%	25%	14%
Math	20%	18%	12%
Writing	23%	14%	23%

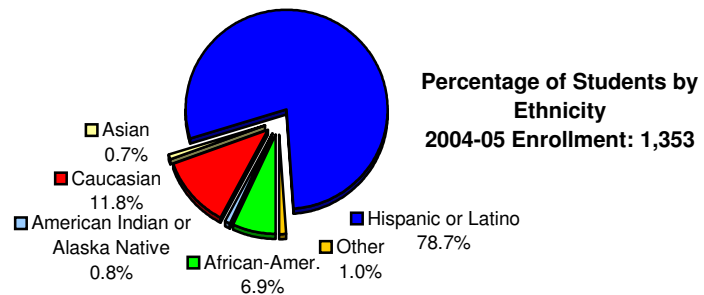
### California English Language Development Test

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.

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



Source: STAR testing enrollment



\*Pacific Islander, Filipino and Multiple or No Response combined.

### CAT/6 Test Results

#### All Students

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

	Fontana Middle			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	21	25	27	29	29	27	43	43	41
Math	29	31	28	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)

##### 2004-05

##### Fontana Middle

	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Reading	38	*	*		25	*
Math	25	*	*		27	*	38

\*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

##### Fontana Middle

	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
	Reading	32	22	11	25	0
Math	33	23	15	26	2	

## Standardized State Assessments

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

### 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

California Standards Test Results All Students									
Percentage of Students Scoring at Proficient & Advanced Levels									
	Fontana Middle			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	10	15	18	18	20	25	35	36	40
Math	11	12	14	24	23	26	35	34	38
Science				11	9	11	27	25	27
History	10	8	11	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.

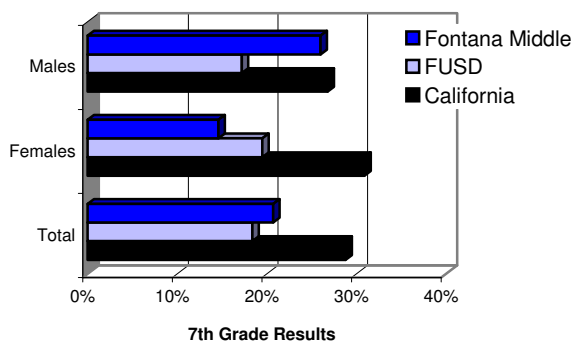
California Standards Test Results Numerically Significant Ethnic Subgroups							
Percentage of Students Scoring at Proficient & Advanced Levels 2004-05							
	Fontana Middle						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	16	*	*		17	*	25
Math	10	*	*		13	*	21
Science							
History	4	*	*		10		19

\*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						
	Fontana Middle					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	15	22	5	16	0	
Math	16	12	5	13	1	
Science						
History	10	11	4	9	0	

California Standards Test Results Other Numerically Significant Subgroups						
Percentage of Students Scoring at Proficient & Advanced Levels 2004-05						
	Fontana Middle					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	15	22	5	16	0	
Math	16	12	5	13	1	
Science						
History	10	11	4	9	0	

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



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

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. Fontana Middle School did not meet 2005 AYP criteria in its significant subgroups; intervention strategies and staff development activities have been implemented to help students meet NCLB proficiency target rates. Since Fontana Middle School currently does not participate in the Title I Program, the school is not required to enter 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/).

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

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of

Academic Performance Index (API)								
API Base				API Growth				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
Percent Tested	99	99	99	Percent Tested	99	99	100	
API Base Score	577	576	618	API Growth Score	580	616	623	
Growth Target	11	11	9	Actual Growth	3	40	5	
Statewide Rank	3	2	2	Eligible for GPA	Yes	Unfunded	Unfunded	
Similar Schools Rank	7	2	5	Eligible for II/USP	Unfunded	Unfunded	Unfunded	
API Significant Subgroup Results								
African-Amer.								
API Base Score	527			API Growth Score	536	593		
Growth Target	9			Actual Growth	66			
Hispanic or Latino								
API Base Score	562	569	608	API Growth Score	572	605	616	
Growth Target	9	9	7	Actual Growth	10	36	8	
Caucasian								
API Base Score	656	634	676	API Growth Score	643	677	673	
Growth Target	9	9	7	Actual Growth	-13	43	-3	
Socioeconomically Disadvantaged								
API Base Score	559	564	602	API Growth Score	568	599	610	
Growth Target	9	9	7	Actual Growth	9	35	8	

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

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

Title I Program Participation	
	Fontana Middle
Title I Targeted Assistance School	No
Title I Schoolwide School	No
Program Improvement (PI) School	N/A
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%

student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE’s website [www.cde.ca.gov/ta/ay/](http://www.cde.ca.gov/ta/ay/).

## School Facilities & Safety

Fontana Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1928; since that time, additional classrooms, a gymnasium, a cafeteria, an auditorium, and a library have been added to accommodate growth in enrollment. Ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	1928
Acreage	15.79
Square Footage	90,228
	Qty.
# of Permanent Classrooms	44
# of Portable Classrooms	13
# of Restrooms (student use)	3 sets/ 1 unisex
Library	1
Computer Lab	1
Math (computer) Lab	1
Gymnasium	1
Teacher Work/Lunch Room	1
Cafeteria	1
Auditorium	1

### Campus Supervision

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

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed and updated in August 2005, and later discussed with school staff in September 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 an office clerk who prepares and submits work orders to the principal for review. All emergency work orders are called in immediately to the district's maintenance department. Upon approval, the principal forwards work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. All requests for major projects are reviewed by the principal before submission to maintenance & operations. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

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

The district's maintenance department inspects Fontana Middle School 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 August 18, 2005; a detailed list of deficiencies can be acquired through the district office. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: August 18, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency*
Gas Leaks	Yes	
Mechanical Systems	No	Library Restroom: Exhaust fan noisy and vent loose. Girls PE Room: Open custodial door. Library: replace door grate on custodial door.
Windows/Doors/Gates (Interior & Exterior)	No	Gym (North wall): Replace worn tiles.
Interior Surfaces (Walls, Floors, & Ceilings)	No	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	No	Remove items blocking fire extinguisher (designated locations).
Electrical (Interior & Exterior)	No	Replace outlet covers in designated locations.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	No	Replace or repair hardware in designated locations; remove graffiti on identified stalls.
Sewer	Yes	
Playgrounds/School Grounds	No	In specified locations, repair fencing, replace missing locks and caps, correct gaps between turf and fencing. Perimeter fences need to be secured during school hours.
Other	N/A	

*100% of restrooms fully operational during the 2004-05 school year.*

*All deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.*

*\*A detailed summary of the deficiencies can be obtained from the district office.*

### 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, Fontana Middle School received \$29,950 in deferred maintenance funds for exterior painting.

## Classroom Environment

### Discipline & Climate for Learning

Students at Fontana Middle School are guided by school rules and behavioral expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are applied in the classroom; students who continue demonstrating poor conduct are referred to the principal's office. When administering consequences, the principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner. Fontana Middle School experiences a very low incidence of suspensions and expulsions. The principal may refer students to the Alternative Learning Center on campus which provides an alternative solution to suspension; instruction focuses on academic content.

## Suspensions & Expulsions

	Fontana Middle		
	02-03	03-04	04-05
Suspensions (#)	299	353	289
Suspensions (%)	22.88%	24.70%	21.36%
Expulsions (#)	7	10	13
Expulsions (%)	0.54%	0.70%	0.96%

	FUSD Middle Schools		
	02-03	03-04	04-05
Suspensions (#)	2459	2585	2662
Suspensions (%)	26.23%	27.49%	27.70%
Expulsions (#)	115	69	85
Expulsions (%)	1.23%	0.73%	0.88%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

Character education is integrated through class lessons based upon the Character Counts program and Project Wisdom. Character Counts: each week and once a month, an insightful message centered on one of the six pillars of character is introduced and discussed with students in the classroom. Project Wisdom: each morning after students settle into their first class of the day, the principal delivers a daily bulletin which helps set a positive tone for the rest of the day. The principal delivers thought-provoking messages designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

Every student has the opportunity to be recognized for outstanding academic efforts, coming to school on time every day, and demonstrating good citizenship. Each teacher selects one student in their class to be honored as Student of the Month for demonstrating the month's designated Character Counts trait. Selected students are recognized during their team's monthly assembly. Students work together in maintaining a high attendance rate as a team; at the end of each month, the team with the highest rate receives a pizza or ice cream party. At the end of the school year, an annual awards assembly is held to recognize students with outstanding achievement in academics, band, choir, art, physical education, and attendance.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to join computer club, art club, band, and Reader Theater. Intramural sports are offered for volleyball, flag football, basketball, and soccer.

### Instructional Time

During the 2004-05 school year, all instructional time offered at Fontana Middle School exceeded state requirements. For the 2004-05 school year, Fontana Middle School offered 180 days of instruction comprised of 136 regular days and 44 minimum days. Fontana Middle School utilizes minimum days for department meetings, staff development, teacher preparation, team meetings, department meetings, staff meetings, and parent conferences.

All instructional minutes offered at Fontana Middle School during the 2004-05 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Fontana Middle School offered a total of 57,724 minutes of instruction for the 2004-05 school year for all grade levels.

## Class Size & Teaching Load

Fontana Middle School maintained a schoolwide average class size of 30.8 students for the 2004-05 school year. The adjacent table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### Teaching Load Distribution Departmentalized Instruction

Subject	2002-03			
	Avg. Class	Number of Classrooms		
	Size	1-20	21-32	33+
English	25.7	28	28	23
Math	26.5	15	17	19
Science	32.2	2	13	25
Social Science	32.4	1	13	25

Subject	2003-04			
	Avg. Class	Number of Classrooms		
	Size	1-20	21-32	33+
English	28.2	16	38	25
Math	30.2	4	27	14
Science	32.0	5	19	26
Social Science	31.8	1	22	20

Subject	2004-05			
	Avg. Class	Number of Classrooms		
	Size	1-20	21-32	33+
English	27.7	18	28	29
Math	29.1	7	21	17
Science	30.2	7	17	25
Social Science	31.6	3	16	21

## 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)

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

- English Language Development Strategies and Incorporating Map of Standards for English Learners
- Overview of English Language Learner Master Plan
- Reading and Writing Strategies Across the Curriculum
- Math Teaching Strategies and Incorporating It into all Subjects
- Using/Incorporating Technology in the Classroom

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

Fontana Middle School's principal works closely with two assistant principals and the Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Annous is responsible for overall administration of Fontana Middle School; however, many of the tasks and collaborative decision-making associated with running a middle school are shared with assistant principals Jay Caballero and Maria Newell.

Dr. Giovanni Annous has been in the educational field for over 16 years, serving Fontana Unified School District since September 1994 as a classroom teacher and administrator at various schools in the district. Prior to his appointment as principal in December 2003, Dr. Annous served Fontana Middle School as dean of students and assistant principal. Dr. Annous holds a doctorate in educational leadership, a master's degree in curriculum, a second master's degree in administration, a bachelor's degree in electronics, a second bachelor's degree in biomedical engineering, Tier I and Tier II administrative credentials, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the school's Leadership Team, comprised of the principal, assistant principals, counselors, and department and grade level representatives. The Leadership Team meets once a month to collaborate, brainstorm, discuss concerns, and make decisions regarding curricular programs and staff development needs. Department and grade level leaders serve as a liaison between administration and teaching staff.

### 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

### District Adopted Textbooks (Grade 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

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.

### Library Resources

The school library is staffed by a full-time library clerk. In addition to standard library books, students have access to Accelerate Reader materials, encyclopedias, dictionaries, newspapers, magazines, and books on tape. Thirty-four Internet-accessible computers are available for online research. Students visit the library with their language arts or science class based upon class lesson plans; students may visit the library on their own before school, during lunch, and after school.

### Technology Resources

During the 2004-05 school year, Fontana Middle School had a total of 226 computers; all classrooms had Internet access. On average, each classroom has four computers which are used primarily for research, word processing, projects associated with class content, graphics presentations, Accelerated Reader, and Accelerated math. The school's two computer labs features 40 workstations each and are used for whole class instruction. One computer lab serves as a math lab for eighth grade algebra course work; in some cases, teachers will send students individually to the math lab for skill building or reinforcement. The second computer lab is used for elective courses in technology, ranging from beginning to advanced levels, including web design. Each teacher has a laptop and LCD projector to use as supplemental tools to integrate technology into the curriculum. Teachers access unitedstreaming™, a web-based educational digital video library, for visual references that create more powerful, engaging instruction.

### 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. Fontana Middle 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 using research-based instructional materials and strategies.

The school's special education program is staffed by four special education teachers and four special education aides who provide full-day support in four special day classes. Three resource specialist (RSP)

teachers and two resource specialist aides provide individualized and small group instruction in the RSP classroom. Each student is provided instruction based upon their Individualized Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and 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. Level 1 and 2 English learners receive instruction in a self-contained classroom. Levels 3-5 are enrolled in an English Language Development (ELD) Class (replacing an elective course) which supplements regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. One bilingual aide provides in-class support and instruction, collaborating with the EL students' teachers to ensure individual learning needs are met. Beginning level English learners may be referred by their teachers to participate in the English Language Acquisition Program (Trojan Academy), an after-school reading intervention program to supplement the language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. ELAP instruction takes place after school five days a week for 60 minutes each day. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Fontana Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students who qualify for the Gifted and Talented Education (GATE) program through district testing are placed in designated classes with high achievers to receive accelerated, challenging instruction. Instruction is provided by certificated teachers trained in administering complex levels of curriculum to meet individual learning levels of their GATE and high achieving students.

Fontana Middle School 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:

- Off-track Intersession: referred students 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 in language arts and/or math. Students who are at the Far Below Basic and Below Basic levels on the district's assessment matrix are invited and encouraged to attend.
- Teacher Tutoring: teachers and teams of teachers are available before and after school for individual tutoring. Students/parents may contact their teacher to make arrangements for tutoring.
- Targeted Intervention Program (TIP): teachers review assessment data of students scoring at the Basic and Below Basic levels on the previous year's CST to identify the specific skills students lack to reach the Proficient level. Two-weeks of 60-minute after-school sessions are held at designated times throughout the school year. A team of ten teachers provide specialized instruction on identified skill set to help students score in proficient and advanced levels on next CST.
- Algebra Tutoring: students may visit the math lab between 7:30 a.m. and 4:30 p.m. for remediation in Algebra.

## 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. Fontana Middle School'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, Fontana Middle School's teachers coordinate efforts to cover the absent teacher's class during their prep periods or one of the administrator's will fill the role of 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

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

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

	No. of Staff	FTE
Counselor	2	2.0
Psychologist	1	0.5
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH Therapist	1	0.1
LSH Aide	1	1.0

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. Fontana Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

### Teacher Assignment

For the 2004-05 school year, Fontana Middle School had 41 teachers who met all credential requirements in accordance with state guidelines.

	Teacher Credentials & Assignments					
	Fontana Middle			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	52	54	54	1818	1780	1911
Teachers with Full Credential	39	43	41	1603	1635	1771
Teachers in Alternative Routes to Certification	2	1	10	120	63	168
Pre-Internship	10	6	1	129	47	9
Teachers with Emergency Permits	11	4	4	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	1	0	35	60
Teacher Misassignments - Total	N/A	**	11	N/A	**	73
Other Misassignments of Certificated Staff	N/A	11	5	N/A	45	15
Teacher Misassignments for English Learners	N/A	28*	6	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.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05	
	%
Fontana Middle	82.1
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		
	Fontana Middle	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	33.3	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	46.3	48.6
Bachelor's Degree	20.4	14.3
Less than a Bachelor's Degree	0.0	0.7

## 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                | Smaller Learning Communities  |
| Class Size Reduction        | Special Education             |
| Comprehensive School Reform | Staff Development             |
| Early Intervention          | State & Federal Preschool     |
| Dropout Prevention          | Supplemental Technology       |
| Gifted & Talented Education | Tenth Grade Counseling        |
| High Priority Schools       | Title I, III, & V             |
| Instructional Materials     | Tobacco Use Prevention        |
| Parent Education            | Career & Vocational Education |
| Peer Assistance & Review    |                               |
| Reading First               |                               |
| School Improvement          |                               |
| School Safety               |                               |

Salary Comparison 2003-04		
	FUSD	State Average of Districts in Same Category
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			
Dollars Spent per Student			
Total Expenditures	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127