



Fontana Unified Almeria Middle

2024-2025 School Accountability Report Card



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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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DISTRICT INFORMATION

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BOARD OF EDUCATION

Angel Ramirez, President
Marcelino "Mars" Serna,
Vice President
Adam Perez, Member
Danielle Holley, Member
Mary Sandoval, Member
Ashley Suarez,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
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Leslie Barnes, Ed.D.
Associate Superintendent,
Business Services
Christopher Hollister, Ed.D.
Interim Associate Superintendent,
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Caroline Labonte
Interim Associate Superintendent,
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Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

DISTRICT STATEMENTS

DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS

Principal's Message:

Thank you for taking the time to review our School Accountability Report Card. Within the report card you will find a variety of information about Almeria Middle School and the programs we offer to ensure that all students are successful. You will also find information about our academic achievements, instructional materials and facilities. Information about Fontana Unified School district and the achievement of the district as a whole will also be found within the report card.

Parents can support their children and their learning at Almeria by ensuring that their children go to school each day on time ready to learn. We encourage parents to provide a quiet, well lit area in the home where students can do their homework and study for tests. And finally, parents can support the school by asking their children what they learned each day. The more interest shown in a child's academics, the stronger the message that school is important. Thank you for the dedication you show to children and Almeria Middle School. With your help, we can continue to make Almeria a great place to be while ensuring students achieve at high levels.

SCHOOL PROFILE

Almeria Middle School staff focuses on meeting the individual needs of each student academically, emotionally, and socially. The school emphasizes parent participation and support in the learning process. Administrators, staff, and parents share the vision and commitment that every child at Almeria Middle School will learn and be prepared to experience success in high school and beyond.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	49.50
Male	50.50
Non-Binary	
American Indian or Alaska Native	0.30
Asian	1.40
Black or African American	7.00
Filipino	2.30
Hispanic or Latino	83.50
Native Hawaiian or Pacific Islander	0.50
White	3.60
Two or More Races	1.30
EL Students	22.50
Foster Youth	1.30
Homeless	4.10
Military	
Socioeconomically Disadvantaged	82.60
Migrant Education	
Students with Disabilities	15.50

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
6th	184
7th	301
8th	287
Total	772

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 3, 2025, and adopted Resolution # 25-27 to certify that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts, English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
	Grade: 8th / Course: Integrated Mathematics / Publisher: Houghton Mifflin / Series: Integrated Math / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
	Grade: 7th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Medieval World and Beyond / Adoption: 2019	Yes (State)	0
	Grade: 8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The US Through Industrialism / Adoption: 2019	Yes (State)	0
Science	Grades: 6th-8th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 6th-8th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.00	80.32	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	3.66	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.40	9.70	31.90	1.82	11,953.10	4.28
Unknown	2.90	6.28	87.80	5.02	15,831.90	5.67
Total Teaching Positions	46.10	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.20	87.78	1,564.80	90.61	231,142.40	83.24
Intern Credential Holders Properly Assigned	1.00	2.56	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	4.18	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.74	35.40	2.05	11,746.90	4.23
Unknown	1.80	4.69	84.90	4.92	14,303.80	5.15
Total Teaching Positions	39.00	100.00	1,726.90	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.30	82.58	1,569.70	91.57	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.80	2.04	9.40	0.55	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	5.11	34.10	1.99	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.58	36.40	2.12	12,112.80	4.34
Unknown	3.30	8.66	64.60	3.77	13,705.80	4.91
Total Teaching Positions	39.10	100.00	1,714.30	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.40	0.00	0.00
Misassignments	1.10	1.60	2.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	1.60	2.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	4.40	0.20	0.60
Total Out-of-Field Teachers	4.40	0.20	0.60

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	4.10	5.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	03/24/2025
Data Collected:	March 2025
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	GOOD	P- T 17, P- T 21: 4. CARPET HAS WAVES. RESOURCE: 4. WATER STAIN CEILING TILE. KITCHEN, NORTH SCIENCE ROOM, P- T- 14, RM P3, RM P6, RM P7, TEXTBOOK: 4. WATER STAIN CEILING TILES. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	RM H1: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. RM N4, RM N5: 7. ELECTRICAL CORDS ARE DAISY CHAINED. RM H3, RM H6: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. RM N3: 7. ETHERNET CONDUIT IS LOOSE/ OUTLET COVER IS BROKEN. P- T 15: 7. LIGHT DIFFUSER IS BROKEN. S 1: 7. LIGHT DIFFUSER IS CRACKED. RM N5: 7. LIGHT SWITCH COVER IS BROKEN. P- T 22: 7. OUTLET COVER IS BROKEN/ ETHERNET BOX IS LOOSE ON WALL. RM H4, RM H6: 7. OUTLET COVER IS MISSING. RM N 7: 7. SURGE PROTECTORS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	RM H5: 9. EXTERIOR DRINKING FOUNTAIN IS LEAKING AT BASE. (Work order submitted)
SAFETY: Fire Safety, Hazardous Materials	GOOD	RM H2, RM N1: 11. PLUG IN AIR FRESHENER IN USE. (Work order submitted)
STRUCTURAL: Structural Damage, Roofs	GOOD	P- T- 14: 12. DRY ROT ON EAVE. P- T 3, P- T 4, P- T 6, P- T 17, P- T 20: 12. DRY ROT ON SIDING. P- T 5: 12. DRY ROT ON SKIRTING. (Work orders submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	P- T 16, P- T 17: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM. P- T 6, P- T 6 17, P- T 21: 14. TRIP HAZARD AT RAMP ENTRY. P- T 12: 14. TRIP HAZARD ON ASPHALT. RM I 4: 15. DOOR DOES NOT CLOSE PROPERLY. RM N5: 15. DOOR LOCK AND HANDLE ARE LOOSE. P- T 6: 15. DOOR SWING ARM MISSING. KITCHEN: 15. DOOR TO MPR IS DAMAGED. (Work orders submitted)

SCHOOL FACILITIES

Age and Condition of Facilities

Almeria Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1989, the school sits on 20 acres and includes a library, 33 permanent classrooms, 16 portable buildings - four of which are used as classrooms, a gym, a staff lounge, and a cafeteria.

Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. A School Police Officer is readily available to assist administrators with severe discipline issues, family disputes, and legal issues. Teachers, administrators, and two campus district safety officers (DSO) are strategically placed in specific areas to supervise student activities; locations include the quad area, restrooms, physical education area, and library.

During lunch, district safety officers, school administrators and three school site aides are present in the cafeteria and the quad to supervise students. Two school counselors and one Climate & Culture Coach are also available to assist students during lunchtime. When students are dismissed for the day, teachers, administrators, DSOs, and the School Police Officer ensure students traveling to after-school activities and leaving campus do so in a safe and orderly manner.

Almeria 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.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the 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 and 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 Almeria 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 and security officers inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked during each class period throughout the day by the custodian and DSOs and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements were made specifically for our school: replacement of floor and wall covering in Kitchen, security/single point entry fencing to the front of school, purchase installation of an electronic marquee for the front of school, and Prop 39 replacement of multiple HVAC systems.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

San Bernardino County Williams Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. The county facilities inspection has not yet been completed. The site is scheduled for a site visit between January and February 2026.

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.ets.org/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	21	24	27	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	13	15	18	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	9	13	18	17	19	22	30	31	33

Assessment Results by Student Group - English Language Arts

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	761	760	99.87	0.13	27.11
Male	389	388	99.74	0.26	26.03
Female	372	372	100.00	0.00	28.23
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Black or African American	51	51	100.00	0.00	31.37
Filipino	19	19	100.00	0.00	47.37
Hispanic or Latino	634	633	99.84	0.16	26.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	23.33
Two or More Races	--	--	--	--	--
EL Students	152	151	99.34	0.66	1.32
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	13.16
Military	0	0	0	0	0
Socioeconomically Disadvantaged	628	627	99.84	0.16	24.88
Migrant Education	0	0	0	0	0
Students with Disabilities	121	120	99.17	0.83	6.67

Assessment Results by Student Group - Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	761	760	99.87	0.13	17.76
Male	389	388	99.74	0.26	19.33
Female	372	372	100.00	0.00	16.13
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	42.11
Hispanic or Latino	634	633	99.84	0.16	17.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	16.67
Two or More Races	--	--	--	--	--
EL Students	152	151	99.34	0.66	1.99
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	13.16
Military	0	0	0	0	0
Socioeconomically Disadvantaged	628	627	99.84	0.16	16.59
Migrant Education	0	0	0	0	0
Students with Disabilities	121	120	99.17	0.83	3.33

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	276	275	99.64	0.36	18.18
Male	126	125	99.21	0.79	19.20
Female	150	150	100.00	0.00	17.33
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	229	228	99.56	0.44	17.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	49	48	97.96	2.04	0.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	221	99.55	0.45	17.19
Migrant Education	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	4.55

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	95	95	95	95	95

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	844	801	215	26.8
Female	415	395	94	23.8
Male	429	406	121	29.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	12	2	16.7
Black or African American	62	56	17	30.4
Filipino	20	19	0	0.0
Hispanic or Latino	697	667	180	27.0
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	31	8	25.8
Two or More Races	--	--	--	--
EL Students	199	190	52	27.4
Foster Youth	12	11	1	9.1
Homeless	44	42	12	28.6
Military	--	--	--	--
Socioeconomically Disadvantaged	700	662	181	27.3
Migrant Education	--	--	--	--
Students with Disabilities	135	130	50	38.5

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents are encouraged to get involved in Almeria Middle School’s learning community. Parents may volunteer to chaperone student activities or field trips. Each year, events such as Back-to-School Night, AVID Nights, VAPA Showcases, and Bagels with Bente provide opportunities for parents to support their child’s interests and academic efforts. Additionally, parents are encouraged to visit our Parent Center located in S1.

The School Site Council and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities. The principal invites all parents to Parent Forums which are held at a variety of times to give all parents regardless of their schedule an opportunity to discuss their concerns and provide input on school issues.

Parents may visit the school website at <http://fusd.net/almeria> for general information. Progress reports are issued every four-and-a-half weeks and report cards are issued at the end of each quarter.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 2025. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools’ Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	17.12	2.02	1.30	0.11	0.00	0.12
District	3.80	2.38	2.32	0.03	0.01	0.05
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	1.30	0.12
Female	0.00	0.00
Male	2.56	0.23
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	5.71	2.86
Two or More Races	0.00	0.00
EL Students	1.01	0.00
Foster Youth	0.00	0.00
Homeless	6.82	0.00
Military	--	--
Socioeconomically Disadvantaged	1.43	0.14
Migrant Education	0.00	0.00
Students with Disabilities	3.70	0.00

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	386

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
Other	

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
6th	15	13	14	54	67	55	27	15	23	3	9	2
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	21	18	18	17	25	24	7	8	13	10	5	4
Mathematics	22	19	18	13	16	23	8	8	10	9	8	6
Science	23	22	23	8	9	9	11	10	6	5	6	10
Social Science	24	23	23	7	8	9	9	8	5	7	8	11

DISTRICT REVENUE SOURCES

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education

- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,215.11
School: From Supplemental/Restricted Sources	\$ 2,390.52
School: From Basic/Unrestricted Sources	\$ 6,824.58
District: From Basic/Unrestricted Sources	\$ 7,763.42
Percentage of Variation between School & District	-12.09 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-38.77 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 60,862.67
Mid-Range Teachers	\$ 91,736.00	\$ 93,575.04
Highest Teachers	\$ 124,609.00	\$ 125,548.29
Elementary School Principals	\$ 146,310.00	\$ 157,644.72
Middle School Principals	\$ 151,473.00	\$ 165,340.66
High School Principals	\$ 170,605.00	\$ 182,579.89
Superintendent	\$ 314,904.00	\$ 357,064.20
Teacher Salaries	30.67 %	30.36 %
Administrative Salaries	4.28 %	4.88 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School	\$ 72,977.80
District	\$ 100,077.00
Percentage of Variation between School & District	-27.08 %
All Similar School Districts	\$ 100,333.00
Percentage of Variation between School & State	-27.26 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Almeria Middle School are guided by district policies, school rules and behavior expectations that promote our schoolwide expectations of Working hard, Acting responsibly, being Very polite, and keeping Everyone safe (WAVE). Almeria officially began implementation of Positive Behavioral Interventions and Supports (PBIS) during the 2018-2019 school year. PBIS provides a proactive approach to schoolwide discipline and is designed to create a safer school. Students are specifically taught school-wide expectations, they earn rewards and special privileges when they exhibit positive behavior. Likewise, the students receive consequences when they do not live up to the school's behavioral expectations. A progressive discipline approach is taken when addressing student misconduct.

Teachers use class rules and consequence charts to manage behavior in their classrooms. The school addresses misconduct using consequences such as lunch reflection, restorative practices, behavioral contracts, parent conferences, an alternative learning center, and referrals to administration.

At the beginning of the school year, school rules, behavior expectations, and consequences are explained by the principal and assistant principal during each student's physical education (PE) period. Behavior assemblies are held each month during PE to share information and remind the students of school policies related to bullying, sexual harassment, alcohol and other drugs (AOD), and other important issues.

Each student is provided a student handbook which contains academic, behavior, and safety policies, and an agenda/planner for recording assignments and calendaring important dates. Parents may use the student agenda as a two-way communications tool to follow up with their child's teachers regarding assignments and progress in each class.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. One student from each grade level is selected monthly for Student of the Month. School administrators commend achieving students for their accomplishments (in citizenship and academics) and share the news schoolwide and with parents. At the end of each semester, students receive awards for academic excellence, attendance, and citizenship, and award ceremonies are planned in their honor.

After-school programs and clubs feature fun activities that promote academic enrichment and fitness. These programs include GATE (Gifted and Talented Education), tutoring, Art Club, Dance Club, and AVID (Advancement via Individual Determination) . Almeria Middle School sponsors a mixture of intramural sports programs for archery, volleyball, basketball, and soccer.