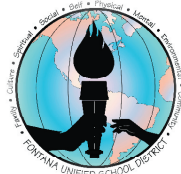


# WAYNE RUBLE MIDDLE SCHOOL

District Office  
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Fontana, CA 92335  
(909) 357-5000

www.fusd.net



Grades 6-8  
Crystal Whitley, Principal  
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## 2005-06 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 October 2006. In some areas of this report, three years of data are required for disclosure. Since Wayne Ruble Middle School's first full year of operation was 2004-05, required statistical data from 2003-04 is not included in this report.

### Principal's Message

"Today knowledge has power. It controls access to opportunity and advancement."  
--Peter F. Drucker

It is no secret that education is the key that unlocks the door to future success. Wayne Ruble Middle School strives to prepare students for high school, college, and beyond by providing that "key." Every day Wildcat students are encouraged to follow the school motto, "Take Pride with Every Stride" and become independent learners ready to tackle the world!

The newest of Fontana Unified School District's eight middle schools, Wayne Ruble Middle School is entering its second year of enrollment. Like other FUSD middle schools, Ruble has a single-track, year round schedule for over 1,100 students. This middle school serves a diverse population of students, including 71.8% Hispanic, 13% African-American, 8.8% Caucasian, 2.4% Filipino, 2.4% Asian, .5% American Indian or Alaska Native and .7% other ethnic backgrounds. The staff of Wayne Ruble Middle School pride themselves in the development of new traditions to serve their students.

Wayne Ruble Middle School was named after one of Fontana Unified School District's longtime Board Members, Dr. D. Wayne Ruble. Dr. Ruble is a retired FUSD administrator. He was employed as a teacher from 1958-1965 and retired as Coordinator of Special Services in 1985.

### School Mission

Wayne Ruble Middle School is dedicated to maintaining an environment where our students achieve their highest academic potential, develop social responsibilities, enhance personal school and community pride.

### Parent Involvement

Parents are encouraged to get involved in Wayne Ruble 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, assist with extracurricular activities, student supervision during noon-time activities, and in the classroom. Events such as Back to School Night, Open House, History Day, Math Field Day, Writing Celebration, Science Fair, PE Night, History, and music programs provide opportunities for parents to support their child's interests and academic efforts. The School Site Council, GATE Advisory Council, Booster Club (music), Wildcat Players (sports boosters), and English Language Advisory Council provide opportunities for parents to have input on curricular programs and school activities. Parent forums take place throughout the school year to introduce and share new programs, curriculum, and discuss concerns.

School-to-home communication, in both English and Spanish, takes place through the school website, telephone calls home, and progress reports. Progress reports are issued every four weeks and reports

### District Goals

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

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

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

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

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

cards issued every 12 weeks. Teachers have supplemental progress reporting systems that inform parents on student progress as often as every other week. ConnectEd is an Internet-based telephone messaging system that forwards school activities information to each student's home. A newsletter, issued once a trimester, features calendars, study tips, upcoming activities, student recognition, and safety issues. The school website is updated; teachers have their own websites linked to the school website and are either issued daily or weekly.

Parents seeking more information about Wayne Ruble Middle School or who would like to become an active participant in the school community may contact Principal Crystal Whitley at (909) 357-5530.

## School Profile

Wayne Ruble Middle School is a single-track, year-round school serving 1,043 students in sixth, seventh, and eighth grade. Highly qualified teaching staff understand and are experienced in addressing the unique needs of middle school students as they transition from the elementary school environment to preparing for the high school curriculum. The school community is dedicated to maximizing the personal, social, and academic successes of each child by providing a safe, orderly, and challenging environment where everyone actively participates in the process of learning.

*"Raising the Bar for Every Star"*

## Student Achievement

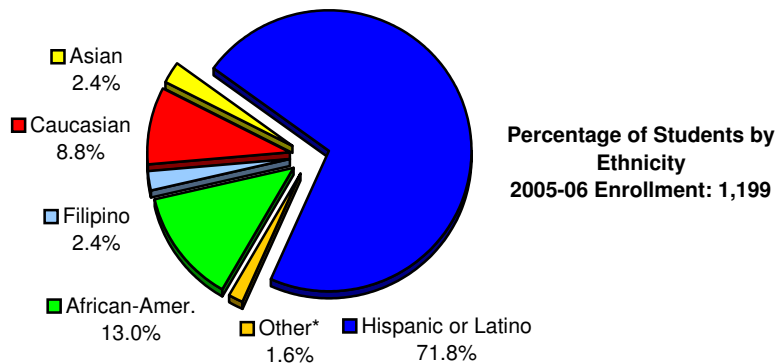
Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Wayne Ruble Middle School. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

### District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with 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 Wayne Ruble Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

### District-Administered Assessments Percentage of Students Scoring at Proficient & Advanced Levels

	2004-05		
	6	7	8
Reading	24%	40%	35%
Math	25%	16%	27%
Writing	33%	53%	56%
	2005-06		
	6	7	8
Reading	47%	49%	55%
Math	30%	20%	14%
Writing	49%	37%	72%



\*American Indian or Alaska Native, Pacific Islander, and Multiple or No Response combined.

### CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile)

	Wayne Ruble		FUSD		California			
	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	38	36	29	27	28	43	41	42
Math	44	28	39	41	39	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 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) 2005-06

	Wayne Ruble						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	39	*	67	*	31	*	58
Math	23	*	58	*	24	*	44

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

### CAT/6 Test Results Other Numerically Significant Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06

	Wayne Ruble					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	35	38	13	36	11	
Math	31	24	14	28	4	

## California English Language Development Test

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

## Standardized State Assessments

Students at Wayne Ruble 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 Aprenda 3 (as of 2005-06), and the California Alternative Performance Assessment (CAPA).

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

	Wayne Ruble		FUSD			California		
	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	23	26	20	25	28	36	40	42
Math	20	19	23	26	27	34	38	40
Science		22	9	11	18	25	27	35
History	9	12	16	18	17	29	32	33

*Only grades 5, 8, and 10 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  
2005-06**

	Wayne Ruble						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	28	*	55	36	22	*	45
Math	13	*	55	36	16	*	33
Science	18	*	*	*	20	*	38
History	13	*	*	*	10	*	17

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

**California Standards Test Results  
Other Numerically Significant Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2005-06**

	Wayne Ruble					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	25	28	7	23	9	*
Math	18	19	9	17	5	*
Science	25	18	7	16	4	*
History	16	8	5	7	2	*

**Academic Performance Index (API)  
Three-Year Performance Comparison**

	2006 API Score	API Rank	
		04-05	05-06
Statewide Rank			3
Similar Schools Rank			6
Results	2006 API Score	Increase/Decrease in API	
Schoolwide - All Students	662	*	-2
Ethnic Subgroups			
African-Amer.	669	*	26
Hispanic or Latino	642	*	-6
Other Subgroups			
Economically Disadvantaged	636	*	-12
English Learners	608	**	0
Students with Disabilities	454	**	-10

*\*Since API Base, growth, and target information are calculated based on prior year performance, Wayne Ruble did not have base information until the beginning of the 2005-06 cycle.*

*\*\*A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.*

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 the percentage of students who scored at the 50th percentile or above. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. 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, Wayne Ruble 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."

Upon completion of the 2005-06 fitness exam, 20.7% of seventh grade students tested were in the "Healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

**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

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Wayne Ruble	FUSD
Overall School Results	No	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	Yes
2005-06 Target Rate - 24.4%		
Math	No	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		
Graduation Rate*	N/A	No

\*Graduation Rate applies to grades 9-12 only.

test scores. A "Yes" in the table means the school or subgroup was at or above the 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Wayne Ruble Middle School did not meet all 2006 AYP criteria; AYP targets were achieved in one out of six subgroups. Since Wayne Ruble Middle School currently does not participate in the Title I Program, the school is not required to comply with Title I Program Improvement mandates.

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 attending PI schools may transfer to a non-PI school within their district.

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 2005-06, Wayne Ruble 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 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/).

### Title I Program Improvement (PI) Status

	Wayne Ruble	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-07
Year in PI	N/A	1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		9
Percent of Schools Currently identified for PI		22.0

## School Facilities & Safety

Wayne Ruble Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2004; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

### Campus Supervision

As students arrive on campus each morning, 20 adults provide supervision; two campus security officers, teachers, counselors, and administrators maintain a high profile in strategic locations to monitor student activities. During lunch, one noon duty aide, two campus security officers, the administrators, and one of the counselors are present in the cafeteria and in common areas of the campus to supervise students. When students are dismissed for the day, supervision of students follows the same structure as in the morning. Everyone assigned to designated locations ensures students either travel to after-school activities or leave campus in a safe and orderly manner. Wayne Ruble 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 May 2006, and will be discussed with school staff at

### Campus Description

Year Built	2004
Acreage	20
Square Footage	129,280
	Qty.
# of Permanent Classrooms	52
# of Portable Classrooms	0
# of Restrooms (student use)	4 sets
Art Room	2
Library	1
Computer Lab	3
Media Lab	1
Gymnasium	1
Staff Lunch Room	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

the beginning of the 2006-07 school year. 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. 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 intercession or 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. Upon receipt, maintenance identifies the scope of each project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian and three full-time evening custodians are assigned to Wayne Ruble 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 periodically throughout the day by custodians and cleaned as needed. Campus security officers check restrooms at the beginning of each class period and communicate cleaning needs to the custodian when necessary. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Wayne Ruble Middle School at least twice a year. A formal inspection report is filed annually 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. During construction and upon completion of new facilities, mandatory inspections were completed following local and state construction standards. At that

time, facilities and operational systems were functioning properly. School inspections following Office of Public School Construction guidelines will begin in the 2005-06 school year.

### 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 2005-06 school year, Wayne Ruble Middle School did not require or receive deferred maintenance funds for campus upkeep.

## Classroom Environment

### Discipline & Climate for Learning

Students at Wayne Ruble 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. Wayne Ruble Middle School experiences a very low incidence of suspensions and expulsions. Depending on the nature of the infraction, the principal may request a parent conference with designated school personnel and/or refer students to after-school detention, the after-school work program, or the Alternative Learning Center (on campus alternative to suspension).

	Wayne Ruble	
	04-05	05-06
Suspensions (#)	296	311
Suspensions (%)	28.38%	25.94%
Expulsions (#)	4	8
Expulsions (%)	0.38%	0.67%

	FUSD Middle Schools	
	04-05	05-06
Suspensions (#)	2662	2199
Suspensions (%)	27.70%	21.83%
Expulsions (#)	85	75
Expulsions (%)	0.88%	0.74%

*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 six pillars of the Character Counts program and Project Wisdom. Teachers embed Character Counts education into class lessons, focusing on a specific Character Counts trait each month. 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 (Project Wisdom) messages designed to teach and inspire students in understanding core ethical values and developing caring behaviors.

At the beginning of each school year, students are given a student handbook/planner which outlines school rules, safety policies, and behavioral expectations. A student should use the handbook/planner to record assignments; parents may use the handbook/planner to communicate daily with their student's teachers to follow up on assignments and class performance. During the first few weeks of school, the principal and assistant principals visit each classroom to discuss district policies, school rules, and behavioral expectations. Students are also reminded of policies and rules at the beginning of each trimester and as needed throughout the school year.

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 first period class who has demonstrated the month's designated Character Counts trait. Selected students' names are announced over the intercom system in the principal's morning bulletin.

The schoolwide Renaissance program recognizes students for academic achievements, maintaining good behavior, and earning good grades. Based on the grade point average, students qualify for one of three Renaissance cards (gold, silver, or bronze) which allow various levels of access to special school events and privileges. Renaissance assemblies are held at the end of each trimester to announce qualifying students and distribute Renaissance cards.

All sixth grade students who have no referrals to the principal's office, maintained a positive attendance record, completed all assignments, and dress-out for physical education are inducted into Jazzy Jaguar. Every six weeks, students meeting Jazzy Jaguar criteria are invited to participate in a special field trip in recognition for their outstanding efforts. Seventh and eighth grade students meeting the same criteria are recognized with special on-campus events/activities. Individual attendance efforts are commended at the end of every month. At the end of each trimester, students are honored at awards assemblies for their outstanding academic accomplishments and maintaining good citizenship.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to attend the after-school Science Club, Drama Club, Drill Team, Christian Club and Wildcat Academy. Wayne Ruble Middle School sponsors a competitive basketball program and offers intramural sports in volleyball, soccer, track, and softball. Athletic programs emphasize teamwork and good sportsmanship so everyone can be a winner.

## Instructional Time

During the 2005-06 school year, all instructional time offered at Wayne Ruble Middle School exceeded state requirements. For the 2005-06 school year, Wayne Ruble Middle School offered 180 days of instruction comprised of 135 regular days and 45 minimum days. Wayne Ruble Middle School utilizes minimum days for staff development, team meetings, staff meetings, and parent conferences.

All instructional minutes offered at Wayne Ruble Middle School during the 2005-06 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Wayne Ruble Middle School offered a total of 57,600 minutes of instruction for the 2005-06 school year for all grade levels.

## Class Size & Teaching Load

Wayne Ruble Middle School maintained a schoolwide average class size of 27.8 students for the 2005-06 school year. The following 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

2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.3	22	31	11
Math	26.8	10	15	12
Science	29.4	7	13	20
Social Science	29.6	5	14	14
2005-06				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.9	15	18	24
Math	27.1	11	16	15
Science	31.0	5	18	27
Social Science	32.3	2	10	23

## 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 2005-06 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
- Health Adoption Training (K-5, 7 & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Shining Star Adoption Training

Wayne Ruble 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 2005-06 school year, Wayne Ruble Middle School held three staff development days that focused on:

- Marzano's Classroom Instruction that Works - Researched Based Strategies
- Failure is not an Option - How High Achieving Schools Succeed with All Students

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

Wayne Ruble 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 Crystal Whitley is responsible for overall administration of school operations and takes a team approach to delegating tasks and decision-making responsibilities with assistant principals Dawn Marmo and Patricia Moore. Each of the assistant principals is involved in administration of staff development, student discipline, student safety, teacher evaluations, and the safe school plan.

Ms. Crystal Whitley has been serving in the educational field since 1980 and the Fontana Unified School District since 1990. Prior to her appointment as Wayne Ruble Elementary's first principal, Ms. Whitley's extensive experience includes K-8 classroom teaching positions, middle school dean of students, and both assistant principal and principal positions for grades K-8. Professional certifications include a master's degree in educational administration, a bachelor's degree in psychology, a second bachelor's degree in liberal arts, Tier I and Tier II administrative credentials, and AB75 principal's training.

Supporting the principal in the decision-making process is the School Leadership Team, comprised of the principal, assistant principals, counselors, ASB director, and department representatives. The Leadership Team meets once a month to serve as an advisory panel for issues concerning instructional programs and implementation, school policy review and development, and staff development. Department representatives are the liaison between administration and teaching staff.

### 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. Wayne Ruble 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.

Special Education students are provided instruction based upon their Individual

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. Wayne Ruble Middle School is the home site for severely handicapped (SH) and severely emotionally disturbed (SED), and Special Day Class programs, staffed by three highly trained special education teachers and seven special education aides who provide full-day instruction. An adaptive physical education teacher and a speech and language therapist, along with their aides, visit students regularly each week to provide individualized services.

Three resource specialist teachers and three resource specialist aides provide instruction for some special education students based upon each student's IEP. Resource special teachers collaborate with general education teachers in science and social science to provide in-class support and co-teaching of mainstreamed special education students.

Every effort is made to place students identified as English Learners (EL) with a teacher who has been certified to teach English learners. Students are assigned to one of five levels based upon their level of understanding the English Language and CELDT scores. Levels range from beginning (Level 1) to advanced (Level 5). All English learners in Levels 1-5 are enrolled in an English Language Development (ELD) class (replacing an elective course) as a supplement to their regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Two bilingual aide provides in-class support and instruction for EL Levels 1-2, collaborating with the EL students' teachers to ensure individual learning needs are met. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Wayne Ruble 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 to receive accelerated, challenging instruction. GATE students are clustered by grade level to receive differentiated instruction from GATE certified teachers.

Wayne Ruble 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. Intervention activities include:

- Off-track Intersession: students not meeting grade level proficiency standards are given first priority and encouraged to participate in 40 hours of instruction over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons. Students at the Basic level on the district matrix are welcome based upon space availability.
- After-School Tutoring: students who need additional assistance to reach proficient levels in language arts and/or math are

referred by their teachers to participate in after-school tutoring. Teachers meet with each referred student's parents to discuss and sign up for tutoring sessions. Fifteen hours of individualized tutoring are offered twice each semester over a three-week period.

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2005, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 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 available for science laboratory classes offered in grades 9-11 inclusive.

### Library Resources

The school library is open from 7:00 a.m. to 3:30 p.m. and is staffed by a full-time library clerk. The library features 9,687 titles in English and 116 titles in Spanish for students to check out. Students have access to additional resources such as dictionaries, reference materials, audio books, videos and DVDs. Ten Internet-accessible computers are available for online research and card catalogue look-up of materials. Students visit the library with their class based on lesson plans needs; students may visit the library on their own before school, during lunch, and after school.

### Technology Resources

Wayne Ruble Middle School has on average four Internet-accessible computers in each classroom. Students use classroom computers to access Accelerated Reader testing, STAR Math, Kidspiration, Study Island, English in a Flash, and Renzulli (GATE). The school's three computer labs feature 36 workstations each. One lab is used for whole class instruction; many teachers will schedule time to introduce and utilize word processing, graphing, presentation, skill-building, and research activities for content-related assignments. Two remaining labs are used for whole class instruction for technology electives ranging from beginning to advanced applications. Teachers have access to 11 SMART Boards, and each classroom has an LCD projector to use as supplemental teaching tools in the classroom.

### District Adopted Textbooks (Grade 6-8)

Subject	Publisher	Grades	Year Adopted
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	6-8	2003
	Hampton Brown: <i>High Point</i>	6-8	2003
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	6	2001
	Prentice Hall: <i>Pre-Algebra</i>	7-8	2001
	Prentice Hall: <i>Algebra I</i>	7-8	2001
	McDougal Littell: <i>Geometry</i>	7-8	N/A
Science	Prentice Hall; <i>Focus on Earth Science</i>	6	2001
	Prentice Hall: <i>Focus on Life Science</i>	7	2001
	Prentice Hall; <i>Focus on Physical Science</i>	8	2001
Social Science	Holt, Rinehart & Winston: <i>Ancient Civilizations</i>	6	2006
	Holt, Rinehart & Winston: <i>Medieval to Early Modern Times</i>	7	2006
	Holt, Rinehart & Winston: <i>U.S. History Independence to 1914</i>	8	2006

## Professional Staff

### Teacher Assignment

For the 2005-06 school year, Wayne Ruble Middle School had 46 teachers who met all credential requirements in accordance with state guidelines.

### Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent 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, may be 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.

### Teacher Credentials & Assignments

	Wayne Ruble		FUSD		
	04-05	05-06	03-04	04-05	05-06
Total Teachers	48	50	1780	1911	1823
Teachers with Full Credential	43	46	1635	1771	1723
Teachers without Full Credential	5	4	155	140	100
Teachers in Alternative Routes to Certification	8	0	63	168	91
Pre-Internship	1	2	47	9	0
Teachers with Emergency Permits	1	3	56	34	33
Teachers with Waivers	0	0	0	2	0
Teachers Teaching Outside Subject Area	4	2	35	60	34
Teacher Misassignments - Total	5	17	**	73	392
Other Misassignments of Certificated Staff	2	3	45	15	13
Teacher Misassignments for English Learners	3	14	1404*	58	379
Teacher Vacancies	0	0	0	0	4

\*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	Not Taught by NCLB-Compliant Teachers
	2005-06	
Wayne Ruble	76.1	23.9
District Totals		
All Schools	89.0	11.0
High-Poverty Sch.	94.0	6.0
Low-Poverty Sch.	0.0	0.0

### Teacher Education Levels 2005-06

	Wayne Ruble	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	36.0	35.1
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	54.0	50.8
Bachelor's Degree	6.0	11.0
Less than a Bachelor's Degree	4.0	1.3

## Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, Wayne Ruble Middle School has difficulty in obtaining qualified substitute teachers from the district's pool. Wayne Ruble 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, Wayne Ruble Middle School's teachers coordinate efforts to cover the absent teacher's class during their prep periods.

## Counseling & Support Services Staff

Wayne Ruble 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 Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06

	No. of	
	Staff	FTE
Counselor	2	2.0
Psychologist	1	0.6
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	0.3
LSH Aide	1	0.3

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. Wayne Ruble 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.

## 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: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2004-05		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,293	\$37,540
Mid-Range Teacher Salary	\$61,162	\$59,426
Highest Teacher Salary	\$77,184	\$73,925
Average Principal Salaries:		
Elementary School	\$102,289	\$96,377
Middle School	\$97,640	\$100,144
High School	\$110,198	\$109,130
Superintendent Salary	\$185,400	\$185,251
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.6%	40.9%
Administrative Salaries	5.0%	5.3%

### Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2004-05					
Expenditures Per Pupil	Dollars Spent per Student				
	Wayne Ruble	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,480	\$7,114	63.0%	N/A	N/A
Restricted (Supplemental)	\$854	\$2,311	37.0%	N/A	N/A
Unrestricted (Basic)	\$3,626	\$4,803	75.5%	\$4,743	76.4%
Average Teacher Salary	\$51,775	\$54,086	95.7%	\$57,560	90.0%

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 approximately \$2,265 per student in federal, state, and local aid for the following categorical, special education, and support programs:

21st Century	School Improvement
Class Size Reduction	School Safety
Comprehensive School Reform	Smaller Learning Communities
Early Intervention	Special Education
Dropout Prevention	Staff Development
Gifted & Talented Education	State & Federal Preschool
High Priority Schools	Supplemental Technology
Instructional Materials	Tenth Grade Counseling
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	Career & Vocational Education