

# ALDER MIDDLE SCHOOL

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## 2007-08 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 instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

### Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. We view this compliance as an opportunity to share with pride several outstanding accomplishments, and also to set forth goals and objectives for future endeavors, programs, and activities. The data contained within these pages will prove useful in informing you about our school and community, including demographics, achievements, evaluations of progress, achievement of goals, discipline, budget, and faculty recruitment and training.

Parents and the community play a very important role in the educational process of all students. Understanding the school's educational program, student achievement, importance of student attendance, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. We continue to improve students'

reading, writing, and mathematical skills as well as prepare them to face the challenges of high school, especially the high school exit exam. Through our hard work and commitment together, our students will be challenged to reach their maximum potential by focusing on our district goals.

### Parent Involvement

Parents are encouraged to become involved in Alder Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to work in the classroom or chaperone field trips, after-school activities, and intramural sports programs. Parent conferences and school events such as Back to School Night provide opportunities for parents to interact with teaching staff and support their child's academic efforts. Alder Middle School sponsors monthly parent education activities in the form of Parent Teas, Parent Institute classes, and multicultural workshops to empower parents with the tools to support

### 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.

the learning process at home. The School Site Council and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities.

School-to-home communication is provided in both English and Spanish. Letters are occasionally mailed to students' homes notifying parents of important information. The school marquee is updated weekly with student recognition announcements and reminders on current events. Parents may visit the school website ([www.alderms.org](http://www.alderms.org)) for general information and obtain e-mail addresses for teachers. Current student information is available through Zangle®, a web-based academic progress reporting system accessible through the district's website ([www.fusd.net](http://www.fusd.net)). Parents may sign-up through Zangle® to receive their student's homework assignments via e-mail. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information or to become an active member of the learning community may contact the school office at (909) 357- 5330.

## School Profile

Alder Middle School is a single-track, year-round school serving 1,306 students in sixth, seventh, and eighth grade, including 12.5% in special education, 36.4% qualifying for English learner support, and 73.8% qualifying for free or reduced price lunch. Highly qualified, experienced staff are dedicated to providing a safe, enjoyable atmosphere that promotes learning and is focused on meeting the individual learning needs of each student. Innovative strategies and proven research-based techniques are employed in staff training and lesson planning to improve individual and schoolwide performance in meeting state proficiency standards, particularly in language arts and math.

### Percentage of Students by Ethnicity 2007-08 Enrollment: 1,306

African-Amer.	9.88%
Amer. Indian or Alaskan Native	0.46%
Caucasian	6.51%
Asian	0.46%
Filipino	0.38%
Hispanic or Latino	81.55%
Pacific Islander	0.46%
Multiple or No Response	0.31%

## Student Achievement

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

### 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.

### 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. Using the matrix, Fontana Unified School District and Alder Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

### Standardized State Assessments

Students at Alder 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 a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures

academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <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 (page 3) 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, Alder 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 2007-08 fitness exam, 23.1% 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.

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

	Alder Middle			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	20	23	27	28	30	34	42	43	46
Math	18	20	21	27	27	30	40	40	43
Science	13	21	16	18	23	31	35	38	46
History	16	12	10	17	17	19	33	33	36

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

**California Standards Test Results  
Numerically Significant Ethnic Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2007-08**

	Alder Middle						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	25	*	*	*	26	*	34
Math	19	*	*	*	21	*	28
Science	11	*	*		16	*	27
History	9	*	*		9	*	18

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

**California Standards Test Results  
Other Numerically Significant Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2007-08**

	Alder Middle					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	21	32	9	22	2	
Math	20	23	10	18	6	
Science	20	13	4	15	4	
History	11	9	1			

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

Results	2008 API Score	API Rank		
		2005	2006	2007
		Increase/Decrease in API		
Statewide Rank		2	2	2
Similar Schools Rank		6	6	5
Schoolwide - All Students	641	16	3	0
Ethnic Subgroups				
African-Amer.	595	14	3	-14
Hispanic or Latino	644	17	3	4
Other Subgroups				
Economically Disadvantaged	624	16	5	-18
English Learners	621	24	19	-5
Students with Disabilities	447	25	21	-30

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; 35.2% of elementary and middle school students must be proficient in language arts and 37% 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 620 or 1 point in growth.

- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

**Adequate Yearly Progress (AYP)  
Results Reported by Indicator and  
Compared to District Performance  
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Alder Middle	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

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.

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. 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 2007-08, Alder Middle School qualified for Schoolwide Title I funding and is therefore required to comply with Title I requirements.

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

#### Title I Program Improvement (PI) Status

	Alder Middle	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

*The statistical information in this table reflects the PI status during the 2008-09 school year.*

## School Facilities & Safety

Alder Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1960; since that time, additional classrooms have been added to accommodate growth in enrollment. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

#### 2007-08 Campus Improvement Projects

- Implemented 2008-09 QEIA grant funds expenditures (additional staff and equipment)

#### 2008-09 Campus Improvement Projects

- Repaint exterior of campus buildings
- Addition of new Technology Labs (during/after-school improvement)
- Implement 2008-09 QEIA grant funds expenditures (additional staff and equipment)

Campus Description	
Year Built	1960
Acreage	22.25 ac
Square Footage	130,515 sf
	<b>Qty.</b>
# of Permanent Classrooms	57
# of Portable Classrooms	17
# of Restrooms (student use)	7 sets
Library	1
Computer Lab	1
Gymnasium	1
Staff Lounge	1
Teacher Work Room	4
Cafeteria/Multipurpose Room	1

### Campus Supervision

Student safety is taken very seriously at Alder Middle School. When students arrive in the morning and depart in the afternoons, students are met at the gate by the principal and assistant principal. Supervision is provided by six teachers who are stationed at strategic locations on campus, three campus security officers patrolling the interior areas and securing safe passage in high traffic areas (buses, crosswalks, student drop-off/pickup area), and school administrators circulating around the campus. During lunch, the principal, both assistant principals, two counselors, three campus security officers, and a Fontana Police Resource Officer share supervision of student activities in the cafeteria and in common gathering areas. Alder 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, updated, and discussed with school staff in July 2008. 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 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 intersession 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 principal-approved work orders to the district's maintenance department who identifies the scope of each project and then assigns projects 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 called in directly to the maintenance department and 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 Alder 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, one campus security officer, and one of the assistant principals inspect facilities for graffiti, safety hazards, or

other conditions that need attention prior to students and staff entering school grounds. After the start of each class period, restrooms are checked for tardy students as well as cleanliness by the campus security officers, the custodian, and administrators. The custodian cleans and restocks restrooms as needed throughout the day. The principal, campus security officers, and custodians communicate daily on an as-needed basis and then meet formally once every three weeks to formally discuss campus maintenance and safety issues.

## District Inspection Results

The district's maintenance department inspects facilities and operating systems at Alder 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. The most recent school inspection took place on March 7, 2008. During the 2007-08 school year, all restrooms were fully operational and available for student use at all times.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Most Recent Inspection:</b> <b>March 7, 2008</b>				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Room 703: Repair door lock, hard to open.
Interior Surfaces (walls, floors, and ceilings)	✓			Rooms 836, 832, 833, 525, 630, 624, 703, 704, Boys' RR: Replace stained ceiling tiles. Room 814: Repair several loose ceiling tiles. Rooms 831, 828, 833, 933: Replace broken ceiling light diffuser. Room 624: Replace missing ceiling tile. Rooms 829: Repair wall and base coving below east wall. Room 712: Replace carpet. Room 525: Paint walls. Rooms 812, 818: Cover hole in ceiling. Room 818: Replace missing signage. Women RR: Repair hole in wall behind door in stall.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			Room 710: Inspect out of date fire extinguisher and replace tag.
Electrical (interior and exterior)	✓			Boys' PE Office, Room 625, MPR: Replace missing electrical cover plate. Rooms 818, 624: Cover open speaker box on wall.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			Men RR, Girls' RR: Replace missing handle on sink faucet. Boys' RR: Repair urinal, runs constantly when flushed.
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Room 630: Check for roof leaks. Boys' RR: Check for roof leaks.
Overall Cleanliness	✓			

Overall Summary of School Facility	Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

**Rating Description:**  
*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.*

## 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 2007-08 school year, Alder Middle School received \$10,076 in deferred maintenance funds which were used for flooring projects throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Students at Alder Middle School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which 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 initially applied in the classroom. Students who continue demonstrating poor conduct are initially referred to the counselor; based upon severity a student may be directed to meet with the assistant principal or principal. When administering consequences, administrators take into consideration the referred student's past behavioral trends and seriousness of infraction. Administrators and teachers expect students to learn from their mistakes and make good choices in conduct. Student discipline is always dealt with in a fair, firm, and consistent manner.

Each student is provided a parent/student handbook which contains district policies, school rules, and safety policies as well as academic and behavioral expectations. Each student is given a planner for recording assignments and calendaring important dates; parents may use the planner to communicate regularly with their child's teachers regarding student progress. During the first few weeks of the school year, teachers discuss behavioral expectations in large group assemblies. Throughout the year, students are reminded of their academic and behavioral responsibilities as needed in both large and small group settings.

	Suspensions & Expulsions		
	Alder Middle		
	05-06	06-07	07-08
Suspensions (#)	289	305	199
Suspensions (%)	20.21%	22.10%	15.24%
Expulsions (#)	22	10	10
Expulsions (%)	1.54%	0.72%	0.77%
	FUSD Middle Schools		
	05-06	06-07	07-08
Suspensions (#)	1573	1388	1576
Suspensions (%)	16.49%	14.46%	16.73%
Expulsions (#)	69	61	58
Expulsions (%)	0.72%	0.64%	0.62%

*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.*

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Three times a year, students meeting specific grade point average criteria are recognized and invited to one of four annual Renaissance assemblies. Students demonstrating good citizenship are issued a Falcon Card; at the end of each month, Falcon Cardholders are awarded prizes such as pencils, and/or homework passes. Students showing significant improvement or achieving goals in attendance, citizenship, and subject grades during the month are called to the office over the intercom system and rewarded by the principal for their outstanding efforts. Once

a month, teachers select one student in their class to receive Student of the Month recognition for their individual achievement in academics, school service, attendance, or behavior. Selected students are invited to a special luncheon hosted by the ASB, the names of award recipients are announced on Fridays during sixth period class, and the ASB President visits each selected student's class to conduct a special presentation. Students' names are also posted on the outside chalkboard, published in a schoolwide memo, and displayed on the electronic marquee located in the front of the school.

After-school programs and clubs feature fun activities that support individual interests and talents, promote fitness, and encourage academic enrichment. Students are invited to join ASB (Associated Student Body), school dances, Renaissance Club, MEChA, Yearbook, concert band, SMARTKids, drama, art. Intramural sports programs emphasize teamwork and good sportsmanship; volleyball, flag football, basketball, soccer, archery, lacrosse, and softball are offered after school.

### Class Size & Teaching Load

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				
2005-06				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.0	24	31	14
Math	27.1	11	27	13
Science	30.6	5	21	20
Social Science	31.5	4	17	21
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.9	22	33	15
Math	28.0	10	18	21
Science	30.2	6	15	24
Social Science	30.7	5	15	23
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	23.6	28	30	16
Math	28.1	7	17	21
Science	32.1	1	22	30
Social Science	33.0	1	7	21

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Alder Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Alder Middle School held three "Buy Back" (staff development) days that focused on:

- Positive Discipline
- Enhancing Technology Through Instruction
- After-School Programs
- Study Island - Web in-Service, Teacher Exploration
- Online Assessment Reporting & Survey (OARS): Accessing and Making Sense
- Voyager

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District

certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

### 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 August 6, 2008, Fontana Unified School District's 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. 08-46 which certifies as required by Education Code §60119, that (1) 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

District Adopted Textbooks (Grades 6-8)			
	Publisher	Grades	Year Adopted
<b>Language Arts</b>			
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>		6-8	2003
Hampton Brown; <i>High Point</i>		6-8	2003
<b>Math</b>			
McDougal Littell; <i>Concepts and Skills</i>		6	2008
Prentice Hall; <i>Pre-Algebra I</i>		7-8	2008
Prentice Hall; <i>Algebra I</i>		7-8	2008
McDougal Littell; <i>Geometry</i>		7-8	2008
<b>Science</b>			
Houghton Mifflin; <i>California Science</i>		6	2007
Prentice Hall; <i>Focus on Life Science</i>		7	2007
Prentice Hall; <i>Focus on Physical Science</i>		8	2007
<b>Social Science</b>			
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

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 staffed by a full-time library clerk and is open from 7:00 a.m. to 3:00 p.m. In addition to traditional library books, students have access to encyclopedias, dictionaries, newspapers, magazines, and books on tape. Six Internet-accessible computers are available for online research. Students visit the library with their class for special projects; all language arts classes schedule library time as part of the regular curriculum. Students may visit the library independently during lunch and after school.

## Technology Resources

During the 2007-08 school year, Alder Middle School had a total of 229 computers; all classrooms had internet access. Language arts classes have on average four computers each; all other subject areas have an average of two computers per classroom. Classroom computers are used for word processing, Internet research, graphics presentations, multi-media projects (using ImageBlender) and accessing web-based video libraries such as *unitedstreaming* and Study Island. Alder Middle School has two computer labs, both equipped with 51 workstations. One lab is used for intervention and enrichment activities. The other computer lab is used for whole class instruction and teacher training. Sixty teacher laptops and LCD projectors are currently provided to help facilitate innovative delivery of class lessons and web-based educational resources.

## Professional Staff

### Teacher Assignment

For the 2007-08 school year, Alder Middle School had 55 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

### Counseling & Support Services Staff

Alder 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 Intervention Teams (SIT) 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.

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. Alder 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.

### Counselors & Support Personnel (Nonteaching Professional Staff)

2007-08

	No. of	
	Staff	FTE
Counselor	2.5	2.50
Psychologist	1	0.40
School Nurse	1	0.25
Health Assistant	1	0.60
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
LSH	1	0.40

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:522

LSH = Language/Speech/Hearing

### Teacher Credentials & Assignments

	Alder Middle				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	59	57	59		1823	1885	1869	
Teachers with Full Credential	57	57	55		1723	1802	1764	
Teachers without Full Credential	2	0	4		100	83	105	
Teachers in Alternative Routes to Certification	0	0	3		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	0	4		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	4	4		34	33	32	
Teacher Misassignments - Total	9	9	5	2	392	270	41	24
Other Misassignments of Certificated Staff	0	0	4	0	13	0	9	3
Teacher Misassignments for English Learners	9	9	1	2	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Alder Middle	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

### Teacher Education Levels

	2007-08	
	Alder Middle	FUSD
	%	%
Doctorate	1.7	1.5
Master's Degree plus 30 or more semester hours	33.9	34.6
Master's Degree	3.4	1.1
Bachelor's Degree plus 30 or more semester hours	49.2	49.2
Bachelor's Degree	11.9	11.3
Less than a Bachelor's Degree	0.0	2.2

# 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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

## Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Alder Middle	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,427	\$7,893	68.8%	N/A	N/A
Restricted (Supplemental)	\$1,162	\$2,383	48.8%	N/A	N/A
Unrestricted (Basic)	\$4,265	\$5,510	77.4%	\$5,300	80.5%
Average Teacher Salary	\$53,252	\$64,747	82.2%	\$65,008	81.9%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12

- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Alder Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Alder Middle School's SARC and access the Internet at any of the county's public libraries. The closest library to Alder Middle School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library  
(909) 574-4500

Hours: Sunday 12-5  
Monday-Thursday 10-9  
Friday-Saturday 10-6

Number of computers available: 232  
Number of printers available: 4