

FONTANA UNIFIED SCHOOL DISTRICT

WAYNE RUBLE 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

"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 third year of enrollment. Like other FUSD middle schools, Ruble has a single-track, year round schedule for over 1,395 students. This middle school serves a diverse population of students, including 73.4% Hispanic, 13.3% African-American, 6.4% Caucasian, 3.8% Filipino, 2% Asian, .6% American Indian or Alaska Native, .2% Pacific Islander, and .3% 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 ---

.....building a community where all members will achieve their maximum potential.

Parent Involvement

Parents are encouraged to become 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, and music programs provide

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.

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 Learner 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 cards are issued every 12 weeks. Teachers have supplemental progress reporting systems to inform parents on student progress as often as every other week. TeleParent 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 regularly; teachers have their own websites linked to the school website and are updated either daily or weekly (www.waynerublemiddle.org)

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 1,395 students in sixth, seventh, and eighth grade, including 12.45% in special education, 24.8% qualifying for English learner support, and 54.2% qualifying for free or reduced price lunch. 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"

Percentage of Students by Ethnicity

2007-08 Enrollment: 1,395

African-Amer.	13.33%
Amer. Indian or Alaskan Native	0.65%
Caucasian	6.38%
Asian	1.94%
Filipino	3.80%
Hispanic or Latino	73.41%
Pacific Islander	0.22%
Multiple or No Response	0.29%

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.

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 Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

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. 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, 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 2007-08 fitness exam, 26.4% 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 805 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

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

	Wayne Ruble			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	26	32		28	30		42	43	46
Math	19	21		27	27		40	40	43
Science	22	31	43	18	23	31	35	38	
History	12	20	18	17	17	19	33	33	

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**

	Wayne Ruble							
	African-Amer.	Amer. Alaskan Native	Indian or Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	35	*		70	75	34	*	61
Math	29	*		74	66	29	*	52
Science	35			69	67	40	*	73
History	17			38	42	14	*	37

**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**

	Wayne Ruble					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	35	41	7		32	6
Math	32	33	9		28	5
Science	43	43	10		39	5
History	18	17	2			

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

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		3	3	3
Similar Schools Rank		6	6	4
		Increase/Decrease in API		
Results	2008 API Score	2005-06	2006-07	2007-08
Schoolwide - All Students	706	-2	13	32
Ethnic Subgroups				
African-Amer.	662	26	-19	15
Hispanic or Latino	694	-6	16	36
Other Subgroups				
Economically Disadvantaged	682	-12	18	28
English Learners	654	0	17	31
Students with Disabilities	483	-10	7	3

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; 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.

**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	Wayne Ruble	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

- 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.

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/ and the U.S. Department of Education's website 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, 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/.

Title I Program Improvement (PI) Status		
	Wayne Ruble	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

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.

2007-08 Campus Improvement Projects:

- Five murals painted around campus
- Installation of handrails in lunch area

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

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, updated, and shared with school staff in October 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 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.

District Inspection Results

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. The most recent school inspection took place on March 4, 2008. During the 2007-08 school year, 100% of restrooms were fully operational and available for student use at all times.

Item Inspected	School Facility Good Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Most Recent Inspection: March 4, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Room B101: Adjust loose threshold. Room B201: Adjust door closure, door hard to move.
Interior Surfaces (walls, floors, and ceilings)	✓			Admin. Kitchen, Rooms F103, G109, G202, G209, H102: Replace stained ceiling tiles.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			Rooms E102, F109: Inspect fire extinguisher and replace out-of-date certification tag. Room C102: Replace missing cover plate on outside electric outlet.
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			Boys' Locker Room RR: Turn on water to middle sink on east side.
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms F103, G202, G209, H102: Check for roof leaks.
Overall Cleanliness	✓			
Overall Summary of School Facility Good Repair Status				
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, Wayne Ruble Middle School received \$23,751 in deferred maintenance funds which were used for flooring and painting projects throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at Wayne Ruble Middle School are guided by school rules and behavior 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 behavior 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).

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 behavior 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 behavior expectations. Students are also reminded of policies and rules at the beginning of each trimester and as needed throughout the school year.

	Suspensions & Expulsions		
	Wayne Ruble		
	05-06	06-07	07-08
Suspensions (#)	230	114	303
Suspensions (%)	19.18%	8.39%	21.72%
Expulsions (#)	7	5	8
Expulsions (%)	0.58%	0.37%	0.57%
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, 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 grade point averages, students may 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, Guitar Club, Jazz Band, 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.

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	26.9	15	18	24
Math	27.1	11	16	15
Science	31.0	5	18	27
Social Science	32.3	2	10	23
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.8	23	13	27
Math	29.1	9	13	22
Science	32.5	5	10	42
Social Science	32.8	3	7	30
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.8	35	19	24
Math	27.2	14	24	17
Science	31.7	8	19	46
Social Science	31.8	2	10	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. Wayne Ruble 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, Wayne Ruble Middle School held three staff development days that focused on:

- Study Island Training
- Physically Fit and Lovin' It
- OARS
- Differentiated Instruction
- Brain Pop
- Renaissance Learning (Classroom Response System)
- Voyager Training
- Critical Thinking and Problem Solving Techniques
- SMARTBoards
- California Association of Health, Physical Education, Recreation and Dance (CAHPERD)

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.

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 foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

District Adopted Textbooks (Grades 6-8)			
	Publisher	Grades	Year Adopted
Language Arts			
	Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	2003
	Hampton Brown; <i>High Point</i>	6-8	2003
Math			
	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
Science			
	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
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

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 searches. Students visit the library with their class based on lesson plans; 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, standards-based graphics presentations, 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 25 SMARTBoards™, and each classroom has an LCD projector to use as a supplemental teaching tool in the classroom.

Professional Staff

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.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	2.5	2.50
Psychologist	1	0.50
School Nurse	1	0.25
Health Assistant	1	0.60
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
DHH Aide & Educational Interpreter	1	1.00
LSH	1	0.40
LSH Aide	1	0.20

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:558

LSH = Language/Speech/Hearing

DHH = Deaf & Hard of Hearing

Teacher Assignment

For the 2007-08 school year, Wayne Ruble Middle School had 56 teachers who met all credential requirements in accordance with state guidelines. 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.

Teacher Credentials & Assignments

	Wayne Ruble				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	50	55	61		1823	1885	1869	
Teachers with Full Credential	46	50	56		1723	1802	1764	
Teachers without Full Credential	4	5	5		100	83	105	
Teachers in Alternative Routes to Certification	0	3	4		91	72	76	
Pre-Internship	2	0	0		0	0	0	
Teachers with Emergency Permits	3	2	8		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	2	0	1		34	33	32	
Teacher Misassignments - Total	17	10	0	0	392	270	41	24
Other Misassignments of Certificated Staff	3	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	14	10	0	0	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	
Wayne Ruble	98.5	1.5
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	
	Wayne Ruble %	FUSD %
Doctorate	1.6	1.5
Master's Degree plus 30 or more semester hours	36.1	34.6
Master's Degree	6.6	1.1
Bachelor's Degree plus 30 or more semester hours	41.0	49.2
Bachelor's Degree	11.5	11.3
Less than a Bachelor's Degree	3.3	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	Wayne Ruble	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,442	\$7,893	56.3%	N/A	N/A
Restricted (Supplemental)	\$937	\$2,383	39.3%	N/A	N/A
Unrestricted (Basic)	\$3,504	\$5,510	63.6%	\$5,300	66.1%
Average Teacher Salary	\$52,027	\$64,747	80.4%	\$65,008	80.0%

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
- 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
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 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 Wayne Ruble 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 Wayne Ruble Middle School's SARC and access the Internet at any of the county's public libraries. The closest library to Wayne Ruble 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

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 14, 2008. Results of the inspection and corrective action taken by the district are provided in table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Auditorium	Interior Surfaces	Ceiling tile missing (WO# 63132)	Corrected 9/12/08
Room G106	Fire Safety	Handle on fire extinguisher case missing	WO#65316 completed 10/2/08
School Classroom Corridors	Fire Safety	All hallways dark with no lighting turned on	WO#65329 completed 10/9/08
Schoolwide Grounds	Electrical	Electrical socket covers are broken off	WO#65311 - open
Locker Rooms	Restrooms	Locker room showers locked and used as storage rooms	Addressed with correspondence
Basketball Courts	Playground & School Grounds	Standing water	Corrected - sprinkler head adjusted.