

# ALDER MIDDLE SCHOOL



Grades 6-8  
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## 2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

### FONTANA UNIFIED SCHOOL DISTRICT

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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 and school facilities information were acquired on January 2011.

### 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.

### School Profile

Alder Middle School is a modified traditional calendar school serving 1,200 students in sixth, seventh, and eighth grade, including 13% in special education, 27.8% qualifying for English learner support, and 80.8% 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

### 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.

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 / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	8.4%	Grade 6	357
Amer. Indian or Alaskan Native	0.6%	Grade 7	418
Caucasian	6.3%	Grade 8	425
Asian	0.9%		
Filipino	0.6%		
Hispanic or Latino	82.6%		
Pacific Islander	0.6%		
Total Enrollment			1,200

The recent acquisition of QEIA (Quality Education Investment Act) grant funds has allowed Alder Middle School to reduce class sizes for all grade levels. All sixth grade core subject classes are at a 23:1 student-to-teacher ratio. Seventh and eighth grade core subject classes have been reduced to a 25:1 ratio.

## 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, help with fundraising efforts, or chaperone field trips, after-school activities, school clubs and intramural sports programs. Parent conferences and school events such as Back to School Night and Student Orientation (incoming 6th grade students) provide opportunities for parents to interact with teaching staff and support their child's academic efforts.

The School Site Council, English Learner Advisory Council, GATE Advisory Council, District English Language Advisory Council, Superintendent's Advisory Council, and District Advisory Council provide opportunities for parents to have input on curricular programs and school activities.

Alder Middle School sponsors monthly parent education activities in the form of Parent Institute classes supply parents with the tools to support the learning process at home. Beginning with the 2009-10 school year, the City of Fontana will be hosting parent education classes and workshops on campus; topics address a wide range of areas including resume writing, computer training, parenting skills, and financial planning.

## School News

School-to-home communication is provided in both English and Spanish. Letters are occasionally mailed to students' homes

notifying parents of important information. Newsletters are published as needed each semester. 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. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from administrators and teachers to each student's home. Parents seeking more information or to become an active member of the learning community may contact the community liaison at (909) 357- 5330.

Alder Middle School's community liaison is available to student's families who need assistance obtaining services to support a healthy lifestyle and fulfill basic needs. The community liaison connects families with community agencies which provide food, clothing, social services, medical services, and dental services.

## 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 semester. 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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

### 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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. 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>.

### 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.

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Alder Middle			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	27	39	48	34	38	42	46	50	52
Math	21	38	46	30	35	39	43	46	48
Science	16	40	48	31	33	39	46	50	54
History	10	26	35	19	25	31	36	41	44

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.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10									
	Alder Middle								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	42	*	58	*	47	*	63	*	
Math	28	*	33	*	47	*	59	*	
Science	18	*	*	*	49	*	76		
History	21	*	*	*	35	*	57		

\*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10							
	Alder Middle						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	45	51	16	45	42		
Math	45	47	26	46	34		
Science	50	46	21	49	23		
History	38	31	9	34	11		

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	2	2	4			
Similar Schools Rank	5	1	10			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	6	80	43	766	731	767
Ethnic Subgroups						
African-American	-7				714	685
Hispanic or Latino	8	74	42	763	727	715
Other Subgroups						
Economically Disadvantaged	-11	96	36	759	727	712
English Learners	0	71	43	740	703	691
Students with Disabilities	-24	51	104	609	574	580

• Each high school must have a graduation rate of 90%.

The AYP table in this report illustrates the school's progress in meeting 2009-10 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/).

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Alder Middle	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes

### 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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	17.4%	30.0%	14.2%

### 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

### 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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.

criteria. In 2009-10, Alder Middle School qualified for Schoolwide Title I funding and is therefore required to comply with Title I requirements.

### Title I Program Improvement (PI) Status

	Alder Middle	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9

*The statistical information in this table reflects the PI status during the 2010-11 school year.*

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/).

## 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.

### Campus Description

Year Built	1960
Acreage	22.25 ac
Square Footage	130,515 sf
	<b>Qty.</b>
# of Permanent Classrooms	57
# of Portable Classrooms	20
# of Restrooms (student use)	7 sets
Library	1
Computer Lab	1
Gymnasium	1
Locker Rooms	1 set
Staff Lounge	1
Teacher Work Room	4
Cafeteria/Multipurpose Room	1

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. A brand new closed-circuit surveillance camera system is in place throughout the school's to increase visibility and security of exterior areas of the campus.

### 2009-10 Campus Improvement Projects

- Repaint exterior of campus buildings
- Addition of a fire hydrant near the portables on the campus

### Campus Supervision

Student safety is taken very seriously at Alder Middle School. Breakfast is served in the cafeteria before school and monitored by two noon duty aides. 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 seven teachers stationed at strategic locations on campus, two campus security officers patrolling the patio areas, and school administrators circulating around the campus. During lunch, the principal, assistant principal, two counselors, both campus security officers, two noon duty aides, 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.

### 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 administrator-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 and one campus security officer 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 through hand-held radios to address campus maintenance and safety issues.

### 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 2009-10 school year, Alder Middle School received a portion of \$443,552 for campus repair and improvements.

### Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Alder Middle School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on January 25-26, 2010. During the 2009-10 school year, all restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
<b>Most Recent Inspection:</b> January 25-26, 2010	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		834, 815, 627, L2: Re-seat ceiling tile. Corrected during visit. 832, 707, 628, 527: Stained ceiling tiles. Boys Locker Room: Lamps out. Corrected during visit. 525: Lamps out. Corrected during visit. MPR, 624 Office, 710, 822, 935, 930: Lamps out. Replaced during visit. 527 Restroom East, Boys Restroom: Replace soap dispenser. 630: Lamps out.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		816: Electrical cover plate broken. Replaced during visit.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Parking Lots: Trash and debris.

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

Exemplary: The school meets most or all the standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

### San Bernardino County Williams Facilities Inspection

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visits 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 31, 2010. Results of the inspection and corrective action taken by the district are provided in the table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Library	Pest/Vermin Infestation	Birds droppings evident	
Stage Outside 700 Wing	Structural Damage	Block/Brick walls or structures are deteriorating or damaged	
Fencing Adjacent to Main Power for School	Windows/Doors/Gates/Fences	Fence has bent or missing post or crossbars	
Boys Locker Room and Restroom	Fire Safety	Emergency signage damaged or not clearly visible.	
Gym	Interior Surfaces	Walls have damage from cracks, tears, and/or holes; plaster or paint is damaged	
Girls Locker Room and Restroom	Restrooms	Fixtures damaged, broken or unsecured	
Outside of Room 841	Roofs	Gutters, roof drains and downspouts are not intact	
Outside of Boys Locker Room	Drinking Fountains	Sink/fountain missing knob or button	
Kitchen (1)	Electrical	Improper usage of extension cords or extension/electrical cord trip hazard	
MPR Boys Restroom	Restrooms	Restroom are not stocked with soap	
Library Boys Restroom	Interior Surfaces	Ceiling tiles are missing	
Library Boys Restroom	Electrical	Lighting covers are missing, damaged or loose	
Library Boys Restroom	Restrooms	Toilet is damaged, broken or clogged	
Library Girls Restroom	Restrooms	Sink is not working	

### 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 March 2009. 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.

## Classroom Environment

### Discipline & Climate for Learning

Students at Alder Middle School are guided by district policies, school rules and behavior 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.

#### Suspensions & Expulsions

	Alder Middle		
	07-08	08-09	09-10
Suspensions (#)	199	282	185
Suspensions (%)	15.24%	22.80%	15.42%
Expulsions (#)	10	6	7
Expulsions (%)	0.77%	0.49%	0.58%

#### FUSD Middle Schools

	FUSD Middle Schools		
	07-08	08-09	09-10
Suspensions (#)	1576	2138	1781
Suspensions (%)	16.73%	25.00%	21.10%
Expulsions (#)	58	35	27
Expulsions (%)	0.62%	0.41%	0.32%

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.

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, counselor, or principal. When administering consequences, administrators take into consideration the referred student's past behavior 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 behavior expectations. Each student is given an agenda for recording assignments and calendaring important dates; parents may use the agenda to communicate regularly with their child's teachers regarding student progress. During the first few weeks of the school year, teachers discuss behavior expectations in large group assemblies. Throughout the year, students are reminded of their academic and behavior responsibilities as needed in both large

and small group settings, and on a one-on-one basis when needed.

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 a Renaissance assembly. 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.

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, Chess Club, tutoring, Drama Club, Tea Club, concert band, SMARTKids, and art. Intramural sports programs emphasize teamwork and good sportsmanship; volleyball, flag football, basketball, soccer, archery, indoor soccer, 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				
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
2008-09				
English	20.2	45	27	2
Math	20.2	40	20	1
Science	22.7	29	34	1
Social Science	23.2	7	31	
2009-10				
English				
Math				
Science				
Social Science				

2009-10 Data was not available at the time of publication of this report.

## Curriculum & Instruction

### 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 October 6, 2010, 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 #10-57 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.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

### 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 18,379 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 2009-10 school year, Alder Middle School had a total of 261 computers; all classrooms had internet access. All core subject area classrooms have an average of two computers each for student use. Classroom computers are used for word processing, Internet research, graphics presentations, multi-media projects (using ImageBlender), intervention programs, and accessing web-based video libraries such as *unitedstreaming* and

District Adopted Textbooks (Grades 6-8)				
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted	
<b>Language Arts</b>				
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	0	2003	
Hampton Brown; <i>High Point</i>	6-8	0	2003	
<b>Math</b>				
Holt; <i>California Math, Course 1, Numbers to Algebra</i>	6	0	2008	
Holt; <i>California Math, Course 2 Pre-Algebra</i>	7	0	2008	
Holt; <i>California Algebra Readiness</i>	8	0	2008	
Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i>	8	0	2008	
<b>Science</b>				
Houghton Mifflin; <i>California Science 2007</i>	6	0	2007	
Prentice Hall; <i>Focus on Life Science</i>	7	0	2007	
Prentice Hall; <i>Focus on Physical Science</i>	8	0	2007	
<b>Social Science</b>				
Holt, Rinehart, Winston; <i>Ancient Civilizations</i>	6	0	2006	
Holt, Rinehart, Winston; <i>Medieval to Early Modern Times</i>	7	0	2006	
Holt, Rinehart, Winston; <i>U.S. History Independence to 1914</i>	8	0	2006	

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Study Island. Alder Middle School has two stationary 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. Two mobile technology carts are equipped with 12 laptops and available for whole class projects. All teachers are provided with a laptop, interactive whiteboard (On-Point Technologies or SMARTboard™ brand), and LCD projector to facilitate innovative delivery of class lessons and web-based educational resources.

### 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.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

During the 2009-10 school year, Alder Middle School held two "Buy Back" (staff development) days that focused on:

- Core based Language Arts & Math
- English/Language Arts

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Algebra Readiness
- SPARK PE Booster
- Classroom Management
- Academic Vocabulary and Research Techniques Workshop
- 40 Developmental Assets
- Providing Meaningful Feedback Workshop
- New To Middle School?
- Research-Based Instructional Strategies for English Learners
- Genre Specific Writing Workshop - Narrative
- Genre Specific Writing Workshop - Response to Literature
- Genre Specific Writing Workshop - Persuasive

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom.

Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

## Professional Staff

### Teacher Assignment

For the 2009-10 school year, Alder Middle School had 61 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

## 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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	3	3.00
Psychologist	1	0.60
School Nurse	1	As Needed
Health Assistant	1	1.00
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
LSH	1	0.20

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:400

LSH = Language/Speech/Hearing

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

	Teacher Credentials & Assignments							
	Alder Middle				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	59	64	62		1869	1898	1608	
Teachers with Full Credential	55	56	61		1764	1816	1584	
Teachers without Full Credential	4	8	1		105	82	24	
Teachers in Alternative Routes to Certification	3	8	8		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	4	1	1		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	4	2	2		32	26	26	
Teacher Misassignments - Total	5	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	4	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	1	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Alder Middle	90.9%	9.1%
District Totals		
All Schools	97.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

	Teacher Education Levels 2009-10	
	Alder Middle %	FUSD %
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	3.2	3.1
Master's Degree	35.5	37.5
Bachelor's Degree plus 30 or more semester hours	58.1	52.1
Bachelor's Degree	3.2	7.0
Less than a Bachelor's Degree	0.0	0.0

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.

## 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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

### Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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 2008-09					
Expenditures Per Pupil	Dollars Spent per Student				
	Alder Middle	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,818	\$6,037	112.9%	N/A	N/A
Restricted (Supplemental)	\$3,203	\$1,650	194.1%	N/A	N/A
Unrestricted (Basic)	\$3,615	\$4,387	82.4%	\$5,681	63.6%
Average Teacher Salary	\$58,614	\$61,647	95.1%	\$68,179	86.0%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act

- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

## 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