

WAYNE RUBLE 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



"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 modified, traditional schedule for over 1,331 students. This middle school serves a diverse population of students, including 72.9% Hispanic, 12.7% African-American, 6.3% Caucasian, 4.2% Filipino, 2.8% Asian, .3% American Indian or Alaska Native, .5% Pacific Islander, and .4% 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 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.

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.

School Profile

Wayne Ruble Middle School is a single-track, year-round school serving 1,331 students in sixth, seventh, and eighth grade, including 13% in special education, 20.5% qualifying for English learner support, and 62.1% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	12.7%	Grade 6	397
Amer. Indian or Alaskan Native	0.3%	Grade 7	479
Caucasian	6.3%	Grade 8	455
Asian	2.8%		
Filipino	4.2%		
Hispanic or Latino	72.9%		
Pacific Islander	0.5%		
Two or More Races	0.4%		
Total Enrollment			1,331

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"

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. The Parent Center is open from 7:00 a.m. to 3:30 p.m. and offers parents the opportunities to attend seminars, trainings, access to computers, and additional resources.

Events such as Back to School Night, Open House, History Day, Math Field Day, Writing Celebration, Science Fair, PE Night, and music programs provide opportunities for parents to support their child's interests and academic efforts. The School Site Council, GATE Advisory Council, Booster Club (music), Wildcat Players (sports boosters), and English 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. 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 News

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 quarter 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 semester, features calendars, study tips, upcoming activities, student recognition, and safety issues. The school website is updated regularly; some teachers have their own websites linked to the school website and are updated either daily or weekly (www.waynerublemiddle.org)

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.

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. Fontana Unified School District and Wayne Ruble Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

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 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									
	Wayne Ruble			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	38	39	47	34	38	42	46	50	52
Math	33	26	37	30	35	39	43	46	48
Science	43	39	49	31	33	39	46	50	54
History	18	29	34	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									
	Wayne Ruble								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races	
English-Language Arts	43	*	63	81	44	*	60		
Math	25	*	74	71	34	*	49		
Science	32	*	*	80	49	*	64		
History	22	*	*	80	31	*	52		

*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						
	Wayne Ruble					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	43	52	19	42	29	
Math	39	34	18	33	19	
Science	52	46	20	48	27	
History	41	25	5	33	12	

Academic Performance Index (API) Three-Year Performance Comparison						
	API Rank					
	2007	2008	2009			
Statewide Rank	3	4	3			
Similar Schools Rank	4	5	5			
Results	School Increase/Decrease in API			School Growth	District Growth	State Growth
	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	32	1	39	744	731	767
Ethnic Subgroups						
African-American	15	21	10	691	714	685
Hispanic or Latino	36	-2	45	734	727	715
Other Subgroups						
Economically Disadvantaged	28	-2	44	722	727	712
English Learners	31	6	52	710	703	691
Students with Disabilities	3	7	95	560	574	580

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

**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	Wayne Ruble	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	No	No
API	Yes	Yes

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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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." 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	20.6%	26.1%	24.7%

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 2009-10, Wayne Ruble Middle School did not participate in the Title I program.

Title I Program Improvement (PI) Status

	Wayne Ruble	FUSD
PI Status	In PI	In PI
First Year of PI Implementation	2010-11	2008-09
Year in PI	Year 1	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/.

School Facilities & Safety

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

Campus 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 May 2010. 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.

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 April 12, 2010. During the 2009-10 school year, 100% of restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: April 12, 2010			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		Girls Locker Room Restroom: Cracked light switch cover plate.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris: Access to Roof Room; BS1; BS2; C109 Storage; CS2; DS1; DS2; ES2; FS1; F102; GS1, & GS2.
			Lamps out: A111; A103; B105; B206; C107; C102; Boys Locker Room Showers; E107; E105 Kitchen; E109 Stage; E101; G106; G204; G205; HWR3, & H103. Stained ceiling tiles: B102; C122 Kiln; F108, & G207. Replace soap dispenser: C Boys Restroom & F Boys Restroom.

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 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 September 2, 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
Auditorium/MPR	Interior Surfaces	Flooring has damage from cracks, tears, and/or holes.	
F 109 Computer Lab	Interior Surfaces	Ceiling tiles are missing	

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 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 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.

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, Wayne Ruble

Middle School received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

Classroom Environment

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.	Number of Classrooms		
	Size	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
2008-09				
English	26.1	24	21	23
Math	27.5	12	21	19
Science	31.0	6	36	32
Social Science	29.9	3	15	15
2009-10				
English				
Math				
Science				
Social Science				

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

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

Suspensions & Expulsions			
Wayne Ruble			
	07-08	08-09	09-10
Suspensions (#)	303	399	296
Suspensions (%)	21.72%	29.32%	22.24%
Expulsions (#)	8	3	1
Expulsions (%)	0.57%	0.22%	0.08%
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.

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 assistant 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.

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 semester 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 the semester, 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 field, archery, double dutch jump rope and softball. Athletic programs emphasize teamwork and good sportsmanship so everyone can be a winner.

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.

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

During the 2009-10 school year, Wayne Ruble Middle School held two staff development days that focused on:

- Systematic Approach to Mathematic CA Frameworks

- Structured Lesson Planning with Differentiated Instruction
- Trimester Data Analysis, Universal Access, Inspecting Benchmark Data, Planning Instruction to Reteach Target Standards
- Common Assessments
- Student Engagement

As a supplement to district-sponsored training, Wayne Ruble Middle School supports professional development throughout the year to support the current needs of its teachers and students. During the 2009-10 school year, supplemental training activities took place on biweekly early release days and focused on 1) Step Up and Write, 2) Professional Learning Communities 3) Integration of Technology and 4) Math (Content Area and Marzano Strategies). Grade level content area teams collaborate throughout the year on: developing common assessments, analyzing data, and sharing best practices.

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.

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,

District Adopted Textbooks (Grades 6-8)			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	0	2003
Hampton Brown; <i>High Point</i>	6-8	0	2003
Math			
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
Science			
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
Social Science			
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.

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 SARCs 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 open from 7:00 a.m. to 3:30 p.m. and is staffed by a full-time library specialist. The library features 9,738 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, I Can Learn Math, Brain Pop, Brain Child, Accelerated Math, Renzulli (GATE) and core curriculum tutorial support. 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 curriculum and intervention ranging from beginning to advanced applications. Each classroom has an LCD projector, SMARTBoards™, document cameras, laptops and an LCD projector to use as a supplemental teaching tool in the classroom.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Wayne Ruble Middle School had 50 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

Wayne Ruble Middle School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	3	3.00
Psychologist	1	0.50
School Nurse	1	0.25
Health Assistant	1	0.70
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
DHH Aide & Educational Interpreter	1	As Needed
LSH	1	0.40
LSH Aide	1	0.20

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:444

LSH = Language/Speech/Hearing

DHH = Deaf & Hard of 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 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.

Teacher Credentials & Assignments

	Wayne Ruble				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	61	57	51		1869	1898	1608	
Teachers with Full Credential	56	54	50		1764	1816	1584	
Teachers without Full Credential	5	3	1		105	82	24	
Teachers in Alternative Routes to Certification	4	4	4		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	8	2	2		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	1	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	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	
Wayne Ruble	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

Teacher Education Levels

	2009-10	
	Wayne Ruble %	FUSD %
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	7.5	3.1
Master's Degree	41.5	37.5
Bachelor's Degree plus 30 or more semester hours	43.4	52.1
Bachelor's Degree	7.5	7.0
Less than a Bachelor's Degree	0.0	0.0

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.

(909) 574-4500

Hours: Su 12-5; M-Th 10-9; F-Sa 10-6

Number of computers available: 232

Number of printers available: 4

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				
	Wayne Ruble	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,175	\$6,037	85.7%	N/A	N/A
Restricted (Supplemental)	\$1,677	\$1,650	101.7%	N/A	N/A
Unrestricted (Basic)	\$3,498	\$4,387	79.7%	\$5,681	61.6%
Average Teacher Salary	\$61,399	\$61,647	99.6%	\$68,179	90.1%

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