

Fontana Unified School District

Alder Middle School

2003-2004 Annual School Report Card



To graduate all students prepared to succeed in a changing world.

Alder Middle School

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Sixth - Eighth Grade
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Cindy Gleason, Assistant Principal
James Logan, Assistant Principal

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Board of Education

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District Administration

Charles D. Milligan, Ph.D.
Superintendent of Schools

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Deputy Superintendent,
Educational Programs & School
Services

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Human Resources

Patricia J. Peoples, Ed.D.
Associate Superintendent,
Administrative Services



A Message from the Superintendent

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

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.

There are many opportunities for you to be involved in the decision-making processes within your school and the district. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

Charles D. Milligan, Ph.D.
Superintendent of Schools

A Message from the Principal

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.

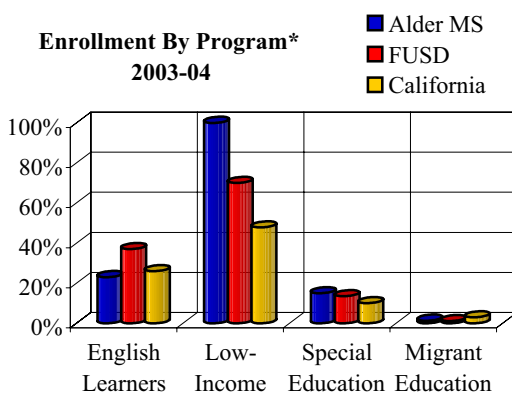
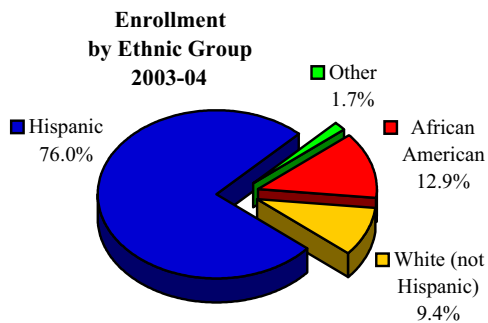
Parents and the community play a very important role in the educational process of all students. Understanding the school's educational program, student achievement, importance of student attendance, and curriculum development can assist both school and community in ongoing program improvement.

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.

Richard Roth, Principal

School Profile

In the 2003-04 school year, Alder Middle School was a single-track, year-round school and served 1,716 students in grades six through eight. The school's goal is to provide exemplary educational opportunities for all students. Alder Middle School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



*Source: STAR testing enrollment.

Discipline & Climate for Learning

Students at Alder Middle School are guided by "The Six Pillars of Character" that promote trustworthiness, respect, responsibility, fairness, caring, and citizenship among all students. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Alder Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the student handbook, which clearly outlines behavioral expectations, the student conduct code, and specific classroom rules.

Attendance

Attendance is critical to achievement, and regular daily attendance is a priority at Alder Middle School. For each day a student is present, the school receives \$37 in state funding. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered. Alder Middle School employs several methods to promote student attendance. Students are offered incentives through the Renaissance Awards Program. In addition, the school has a School Resource Officer from the City of Fontana Police Department on campus four days a week to work with students on improving their attendance.

The table below illustrates the numbers and rates of suspension and expulsion for Alder Middle School, and the combined total for all middle schools in the Fontana Unified School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

	Suspensions & Expulsions					
	Alder MS			Fontana USD Middle Schools		
	2002	2003	2004	2002	2003	2004
Suspensions (Cases)	602	609	629	2,913	2,459	2,585
Expulsions (Cases)	24	23	8	130	115	69
Suspensions (%)	43.3	38.0	36.7	34.0	26.2	27.8
Expulsions (%)	1.7	1.4	0.5	1.5	1.2	0.74

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- ASB
- School Dances
- Renaissance Club
- 21st Century Learning After-school Program
- M.E.Ch.A.
- Yearbook
- After-school Extended Learning
- Concert Band
- Peerleaders

The school's intramural athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams:

- Volleyball
- Flag-football
- Basketball
- Soccer
- Archery
- Softball

Alder Middle School's Renaissance Program awards students throughout the school year for academics, attendance, and citizenship. Students are recognized at trimester Renaissance Rallies, but can also receive prizes and surprise incentives at any point of the school year. Other activities, honors, and programs include:

- Student of the Month
- Science Fair
- History Day
- Math Field Day
- Writing Celebration
- Assemblies and Field Trips

Class Size

Alder Middle School maintained a schoolwide average class size of 31 students and a pupil-to-teacher ratio of 26:1 for the 2003-04 school year. The pupil-to-teacher ratio varied by grade level and subject area.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	27	25	26	18	29	25	34	44	30	22	21	36
Math	29	29	31	6	5	8	22	24	9	15	20	34
Science	30	30	31	5	5	8	17	22	10	22	29	37
Social Science	31	29	33	3	4	4	12	20	6	25	24	39

Instructional Time

During the 2003-04 school year, all instructional minutes offered at Alder Middle School exceeded state requirements. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes of instructional time. Alder Middle School offered 54,225 minutes of instructional time. For the 2003-04 school year, Alder Middle School offered 180 days of instruction comprised of 171 regular and 9 minimum days. Alder Middle School utilized minimum days for staff development, teacher preparation, parent conferences, team meetings, department meetings, grade level meetings, and test scoring.

School Facilities & Safety

Alder Middle School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1960. Additional buildings have been added to the campus over the years including classroom buildings in 1965 and 2001. The campus has been fully modernized. Current school facilities encompass 130,515 square feet and are situated on 22.25 acres. Facilities include 57 permanent classrooms, 15 portable classrooms, a library, computer labs, cafeteria, gymnasium, boys and girls locker rooms, staff lounge, baseball field, football field and track, basketball courts, and tennis courts. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. The district approved deferred maintenance projects for Alder Middle School during the 2003-04 and 2004-05 school years which resulted in the following improvements: air conditioning, fire alarm, and electrical systems upgrades, new roofing, and new paving.

A team of four custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). Fontana Unified School District uses a facility survey instrument developed by the California Office of Public School Construction to ascertain facility improvement needs. On May 3 and May 5, 2005, the district inspected Alder Middle School's campus using the facility survey instrument and did not find any emergency facility needs. Results of this survey may be obtained at the district office.

Safety of students and staff is a primary concern of Alder Middle School. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and passing periods, by the school resource officer, campus security officers, teachers, classified staff, and school administrators.

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 updated in June of 2004 and was reviewed with the staff at that time. 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
- Conflict resolution

Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School 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.

District-Adopted Textbooks (Grades 6-8)		
Subject	Publisher	Year Adopted
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Math	Prentice Hall: <i>Pre-Algebra</i>	2001
Math	Prentice Hall: <i>Algebra I</i>	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Counseling & Other Support Services

It is the goal of Alder Middle School to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, and trouble with decision making or handling peer pressure. The principal and assistant principals coordinate the counseling and support services. The school employs qualified personnel to provide counseling and support services.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	2	2.0
County Counseling	1	0.2
Health Assistant	1	1.0
Nurse	1	0.2
School Psychologist	1	0.4
School Resource Officer	1	0.8
Speech/Language Specialist	1	0.2

Teacher Assignment

For the 2003-04 school year, Alder Middle School had 59 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	52	54	59
Emergency Credentials	5	11	3
Interns	4	8	4
Waivers	2	1	0
Total Teachers	59	65	65
Working Outside Subject	0	0	5
Teacher Misassignments for 2004-05 =			3
Misassignments of Teachers of English Learners=			75*
Teacher Vacancies for 2004-05 =			0
<i>*Indicates number of classroom periods misassigned. One teacher may have up to 5 periods.</i>			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state's process to show subject area competence in order to become NCLB-compliant.

Teacher Education Levels 2003-04		
	Alder MS	Fontana USD
Doctorate	1.5%	1.3%
Master's Degree +30*	35.4%	34.6%
Master's Degree	0.0%	0.7%
Bachelor's Degree +30*	44.6%	45.2%
Bachelor's Degree	18.5%	18.3%
Less Than Bachelor's	0.0%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
Courses Taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	30.4%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST, or have completed a Bachelor's Degree and have passed the CBEST. Periodically, Alder Middle School has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, credentialed staff fill the vacancy during prep periods.

Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Training & Curriculum Improvement

All training and curriculum development activities at Alder Middle School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2003-04 school year to support the adoption of new curriculum or the implementation of new programs, including:

- Ron Morrish's Classroom Discipline and Management
- Henderson Writing
- Six Traits of Writing
- Enhancing Education through Technology
- Promoting a Positive Climate and Culture

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district offers three annual staff development days. During the 2003-04 school year district training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

Student Achievement & Assessment

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. In 2003-04, district language arts and math assessments were administered three times to students in sixth through eighth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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. The district and school then provided various intervention programs for students who were performing below grade level standards.

Norm Referenced Test

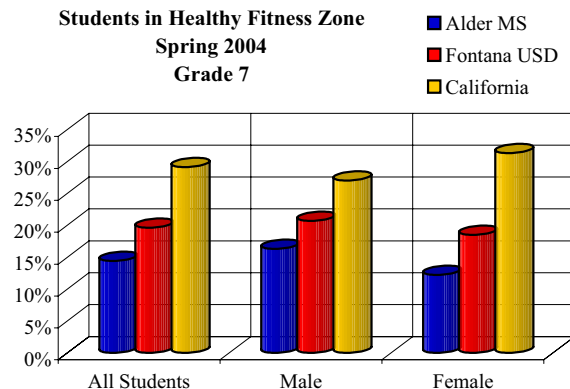
The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression, and mathematics. The adjacent table reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

CAT/6 Norm Referenced Test 2003 & 2004 % At or Above 50th Percentile												
Subject Area	Reading						Math					
	6		7		8		6		7		8	
Grade Level	03	04	03	04	03	04	03	04	03	04	03	04
Year Ending												
All Students												
Alder MS	29	21	32	24	25	24	36	31	36	30	36	30
Fontana USD	31	31	31	31	26	26	38	42	33	36	36	33
California	45	46	45	45	41	41	51	53	46	48	48	49
Subgroups												
Females	31	20	38	27	29	26	39	28	34	29	36	28
Males	28	22	27	21	22	22	34	34	37	31	36	31
English Learners	11	7	9	4	4	6	18	18	13	10	20	12
Non English Learners	36	28	42	31	33	30	44	38	46	38	42	37
SED^	27	21	30	24	19	24	33	31	33	30	30	30
Non SED	36		37		33		46		44		45	
Students with Disabilities	14	4	12	11	4	8	18	7	14	12	5	11
African American	32	12	31	23	30	20	32	12	28	25	22	18
White (non Hispanic)	43	27	47	36	47	41	55	43	52	46	41	46
Hispanic or Latino	27	21	30	22	20	22	34	31	35	29	37	30
^SED - Socioeconomically Disadvantaged												
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup												

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 perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Students in Healthy Fitness Zone
Spring 2004
Grade 7



California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested within a grade level and/or subgroup.

California Standards Tests Alder Middle School Subgroup Results 2004 % Performing at Proficient & Advanced Levels			
	English/ Language Arts	Math	History/ Social Science
African American	11	10	2
Asian	27	27	
Hispanic	14	11	10
White (not Hispanic)	27	28	26
Male	12	11	9
Female	18	13	11
English Learners	9	9	5
SED [^]	15	12	10
Students with Disabilities	6	7	5

[^]SED = Socioeconomically Disadvantaged

California Standards Tests All Students % Performing at Proficient & Advanced Levels									
	Alder MS			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	15	14	15	16	18	20	32	35	36
Math	14	13	12	18	24	23	31	35	34
History/Social Science*		10	10	15	15	16	28	28	29

*History/Social Science first administered to 8th graders in 2003.

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. The state has determined a performance target of 800 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.

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

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.

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	Growth 2001-02	2002 Base	Growth Target	Actual Growth	Growth 2002-03	2003 Base	Growth Target	Actual Growth	Growth 2003-04
All Students	535	13	19	554	577	11	21	598	599	10	8	607
Subgroups												
SED^	510	10	22	532	558	9	26	584	586	8	16	602
African American	477	10	58	535	567	9	24	591	591	8	-18	573
White (not Hispanic)	612	10	18	630	630	9	9	639	636	8	21	657
Hispanic	528	10	14	542	567	9	25	592	593	8	11	604
	2001	2002	2003						2002	2003	2004	
Percent Tested (Base)	98	99	99		Eligible for Governor's Performance Award				Yes	No	Yes	
Percent Tested (Growth)	99	99	99		Eligible for II/USP Program				--- Not funded ---			
Statewide Rank	2	3	2		Received II/USP Funding				--- Not funded ---			
Similar Schools Rank	4	5	4		Applied for II/USP Program				--- Not funded ---			

^SED - Socioeconomically Disadvantaged

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 to a proficiency level; 13.6% of elementary and middle school students must be proficient in language arts and 16% 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).

After two consecutive years of failure to meet AYP in a particular subgroup, a school that receives Title I funding becomes eligible for Title I Program Improvement (PI). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. Alder Middle School does not receive Title I funding and is not subject to Program Improvement mandates.

A "Yes" in the adjacent chart means the school or subgroup was at or above the 2004 AYP targets; "No" means the school or subgroup did not meet 2004 AYP targets. Alder Middle School did not meet all of the 2004 AYP criteria.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Alder MS		Fontana USD	
	2003	2004	2003	2004
Overall	No	No	No	No
All Students	No	No	Yes	Yes
African American	No	No	Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	No	No	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes
SED^	No	No	Yes	Yes
English Learners	No	No	No	Yes
Students with Disabilities	No	No	No	No

^SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs

2004-05

Recognized as a Title I Achieving School	n/a
Year Identified for Program Improvement	n/a*
Year in Program Improvement	n/a*
Year Exited Program Improvement	n/a*

Program Improvement Schools in District

Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%

*School does not receive Title I funds and is not subject to Program Improvement mandates.

Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- Extended learning classes after school
- Language! and Fast ForWord for struggling readers
- Standards Plus
- Homework Center
- Tutoring
- Student-led conferencing
- Parent conferences
- English Language Acquisition Program (ELAP)
- Off-track Intersessions and enrichment in language arts and math
- CAT Camp
- Peer Leadership Program
- Anger Management Seminars
- Special Education (Resource Specialist, Special Day Class, and class for the Severely Emotionally Disturbed)

Quality of Instruction & Leadership

Working closely with teachers and staff, the principal and assistant principals lead the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Richard Roth has led the school for four years, and has been a principal in the district for the past 11 years.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council (SSC)
- District Advisory Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- District English Language Learners Advisory Committee (DELAC)
- Student Study Team (SST)
- Special Education Referral Team (SERT)
- Individual Education Plan (IEP) Teams

Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

Current Expense of Education Per Student*		
2002-2003		
Statewide Average		
All Unified		
Fontana USD	School Districts	All Districts
\$6,304	\$6,882	\$6,822

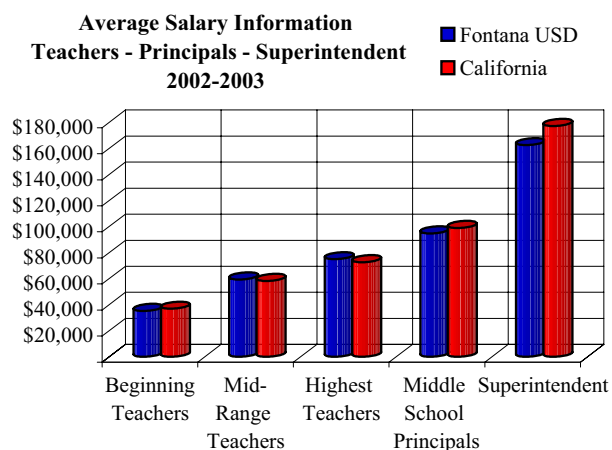
**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Alder Middle School had the following categorical programs:

- Special Education
- Gifted and Talented Education (GATE)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- School Improvement Program Funds (SIP)
- Governor's Performance Awards Funds

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 more than 20,000 average daily attendance throughout the state.



Salaries as a Percentage of Total Budget		
2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%

Contact Information

Parents who wish to volunteer or participate in Alder Middle School's leadership teams, school committees, or school activities may contact the school office at (909) 357-5330.