

FONTANA UNIFIED SCHOOL DISTRICT

ALDER MIDDLE SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades 6-8
Richard Roth, Principal
7555 Alder Avenue - Fontana, CA 92336
(909) 357-5330 - FAX (909) 357-5348

2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.

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.

Richard Roth, Principal

Parent Involvement

Parents are encouraged to get involved in Alder Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to work in the classroom or chaperone field trips, after-school activities, and intramural sports programs. Parent conferences and school events such as Back to School Night provide opportunities for parents to interact with teaching staff and support their child's academic efforts. The School Site Council and English Language Advisory Council provide opportunities for parents to have input on curricular programs and school activities. Bilingual parents are invited to attend Alder Middle School's Community Based English Tutoring classes to learn how to effectively support their child's reading activities at home.

School-to-home communication takes place through a variety of formats. Every six weeks the principal issues a school newsletter which features important information and dates on school activities and events. Letters are occasionally mailed to students' homes notifying parents of important information. The school marquee is updated weekly with student recognition announcements and reminders on current events. Parents may visit the school website (www.fusd.net/schools/MiddleSchool/Alder/index.stm) for general information, obtain e-mail addresses for teachers, and to access In Touch, a web-based academic progress reporting system.

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.

Parents may sign-up through In-Touch to receive their student's homework assignments via e-mail. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information or to become an active member of the learning community may contact a school administrator at (909) 357-5330.

School Profile

Alder Middle School is a single-track, year-round school serving 1,489 students in sixth, seventh, and eighth grade. Highly qualified, experienced staff are dedicated to providing a safe, enjoyable atmosphere that promotes learning and is focused on meeting the individual learning needs of each student. Innovative strategies and proven research-based techniques are employed in staff training and lesson planning to improve individual and schoolwide performance in meeting state proficiency standards, particularly in language arts and math.

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.

District Benchmark Assessments

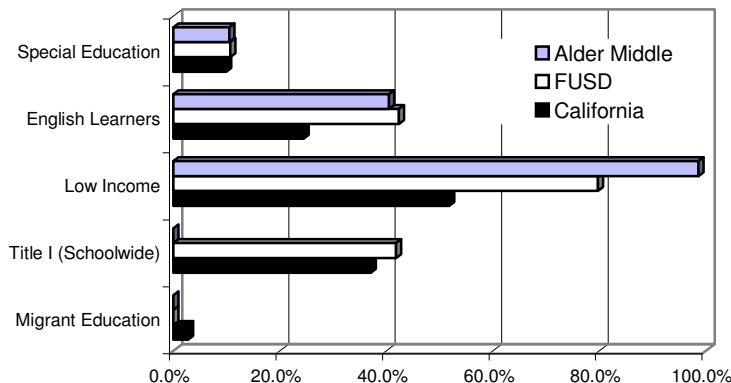
During the 2004-05 school year, district language arts assessments and math assessments were administered three times a year to students in sixth, seventh, and eighth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using 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. Fontana Unified School District and Alder Middle School provided intervention programs for students who were identified through the matrix as performing below grade level standards.

| District-Administered Assessments | | | |
|-----------------------------------|-----|-----|-----|
| 2002-03 | | | |
| Grade | 6 | 7 | 8 |
| Reading | N/A | N/A | N/A |
| Math | 10% | 12% | 11% |
| Writing | 24% | 35% | 29% |
| 2003-04 | | | |
| Grade | 6 | 7 | 8 |
| Reading | 13% | 11% | 17% |
| Math | 7% | 6% | 10% |
| Writing | 31% | 11% | 46% |
| 2004-05 | | | |
| Grade | 6 | 7 | 8 |
| Reading | 22% | 23% | 29% |
| Math | 13% | 10% | 15% |
| Writing | 38% | 26% | 66% |

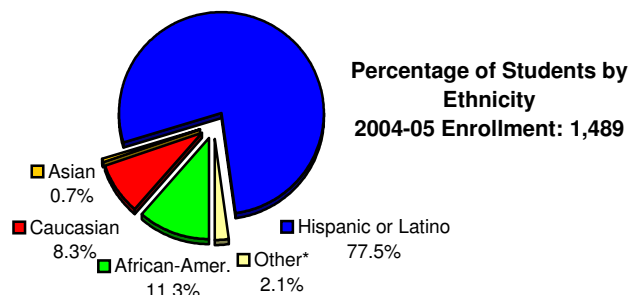
California English Language Development Test

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.

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



*American Indian or Alaskan Native, Filipino, Pacific Islander, and Multiple or No Response combined.

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)

| | Alder Middle | | | FUSD | | | California | | |
|---------|--------------|-------|-------|-------|-------|-------|------------|-------|-------|
| | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| Reading | 29 | 23 | 28 | 29 | 29 | 27 | 43 | 43 | 41 |
| Math | 36 | 30 | 29 | 38 | 39 | 41 | 50 | 51 | 52 |

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2004-05

| | Alder Middle | | | | | | |
|---------|---------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
| | African-Amer. | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| Reading | 31 | * | * | | 27 | * | 34 |
| Math | 24 | * | * | | 28 | * | 48 |

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

CAT/6 Test Results Other Numerically Significant Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2004-05

| | Alder Middle | | | | | |
|---------|--------------|--------|------------------|---------------------------------|-------------------|-------------------|
| | Male | Female | English Learners | Socioeconomically Disadvantaged | Special Education | Migrant Education |
| Reading | 26 | 30 | 15 | 28 | 2 | |
| Math | 34 | 25 | 11 | 29 | 4 | |

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 the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website http://star.cde.ca.gov.

Physical Fitness

In the spring of each year, Alder Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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

California Standards Test Results

All Students

Percentage of Students Scoring at Proficient & Advanced Levels

| | Alder Middle | | | FUSD | | | California | | |
|-----------------------|--------------|-------|-------|-------|-------|-------|------------|-------|-------|
| | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| English-Language Arts | 14 | 15 | 18 | 18 | 20 | 25 | 35 | 36 | 40 |
| Math | 13 | 12 | 14 | 24 | 23 | 26 | 35 | 34 | 38 |
| Science | | | | 11 | 9 | 11 | 27 | 25 | 27 |
| History | 10 | 10 | 14 | 15 | 16 | 18 | 28 | 29 | 32 |

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

California Standards Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring at Proficient & Advanced Levels

2004-05

| | Alder Middle | | | | | | |
|-----------------------|---------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
| | African-Amer. | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| English-Language Arts | 16 | * | * | * | 18 | * | 25 |
| Math | 10 | * | * | * | 13 | * | 19 |
| Science | | | | | | | |
| History | 19 | * | * | | 12 | | 16 |

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

California Standards Test Results

Other Numerically Significant Subgroups

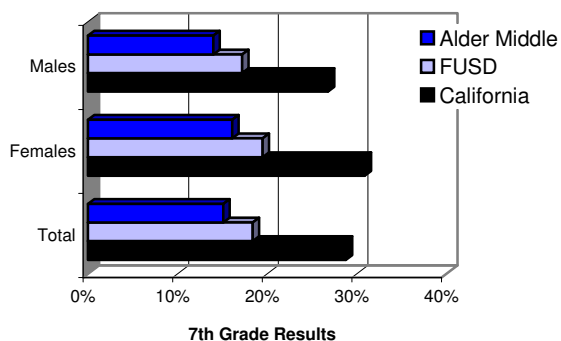
Percentage of Students Scoring at Proficient & Advanced Levels

2004-05

| | Alder Middle | | | | | |
|-----------------------|--------------|--------|------------------|---------------------------------|-------------------|-------------------|
| | Male | Female | English Learners | Socioeconomically Disadvantaged | Special Education | Migrant Education |
| English-Language Arts | 16 | 21 | 6 | 18 | 5 | |
| Math | 16 | 12 | 6 | 14 | 5 | |
| Science | | | | | | |
| History | 14 | 13 | 3 | 14 | 0 | |

Physical Fitness Test Results

Percentage of Students in "Healthy Fitness Zone" 2004-05



state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as “numerically significant subgroups,” that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A “Yes” in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. “No” means the school or subgroup was below the proficiency/participation targets. Alder Middle School did not meet all 2005 AYP criteria; staff development, curricular programs, and intervention strategies have been implemented to increase student proficiency in language arts and math in all subgroups.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). 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. More information on AYP can be found on the California Department of Education’s (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education’s website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of

| Academic Performance Index (API) | | | | | | | | |
|----------------------------------|------|------|------|---------------------|-------------------|-------------------|-------------------|--|
| API Base | | | | API Growth | | | | |
| | 2002 | 2003 | 2004 | | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 | |
| Percent Tested | 99 | 99 | 99 | Percent Tested | 99 | 99 | 99 | |
| API Base Score | 577 | 599 | 612 | API Growth Score | 598 | 607 | 626 | |
| Growth Target | 11 | 10 | 9 | Actual Growth | 21 | 8 | 14 | |
| Statewide Rank | 3 | 2 | 2 | Eligible for GPA | Yes | Unfunded | Unfunded | |
| Similar Schools Rank | 5 | 4 | 3 | Eligible for II/USP | Unfunded | Unfunded | Unfunded | |
| API Significant Subgroup Results | | | | | | | | |
| African-Amer. | | | | | | | | |
| API Base Score | 567 | 591 | 586 | API Growth Score | 591 | 573 | 595 | |
| Growth Target | 9 | 8 | 7 | Actual Growth | 24 | -18 | 9 | |
| Hispanic or Latino | | | | | | | | |
| API Base Score | 567 | 593 | 606 | API Growth Score | 592 | 604 | 624 | |
| Growth Target | 9 | 8 | 7 | Actual Growth | 25 | 11 | 18 | |
| Caucasian | | | | | | | | |
| API Base Score | 630 | 636 | 669 | API Growth Score | 639 | 657 | 666 | |
| Growth Target | 9 | 8 | 7 | Actual Growth | 9 | 21 | -3 | |
| Socioeconomically Disadvantaged | | | | | | | | |
| API Base Score | 558 | 586 | 606 | API Growth Score | 584 | 602 | 626 | |
| Growth Target | 9 | 8 | 7 | Actual Growth | 26 | 16 | 20 | |

| Adequate Yearly Progress (AYP) | | | | | | |
|---------------------------------|--------------|-------|-------|-------|-------|-------|
| Overall School Results | Alder Middle | | | FUSD | | |
| | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| | No | No | No | No | No | No |
| Subgroup Results | | | | | | |
| | Alder Middle | | | FUSD | | |
| | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| All Students | No | Yes | No | Yes | Yes | Yes |
| African-Amer. | No | No | No | Yes | Yes | Yes |
| Amer. Indian or Alaskan Native | N/A | N/A | N/A | Yes | Yes | Yes |
| Asian | N/A | N/A | N/A | Yes | Yes | Yes |
| Filipino | N/A | N/A | N/A | Yes | Yes | N/A |
| Hispanic or Latino | No | No | No | Yes | Yes | Yes |
| Pacific Islander | N/A | N/A | N/A | Yes | Yes | N/A |
| Caucasian | Yes | Yes | No | Yes | Yes | Yes |
| Socioeconomically Disadvantaged | No | No | No | Yes | Yes | Yes |
| English Learners | No | No | No | No | Yes | No |
| Special Education | No | No | No | No | No | No |

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

| Title I Program Participation | |
|---|--------------|
| | Alder Middle |
| Title I Targeted Assistance School | No |
| Title I Schoolwide School | No |
| Program Improvement (PI) School | N/A |
| Year Identified for Program Improvement | N/A |
| Year in Program Improvement | N/A |
| Year Exited Program Improvement | N/A |
| | FUSD |
| No. of Title I Targeted Assistance Schools | 1 |
| No. of Title I Schoolwide Schools | 26 |
| No. of Schools Currently in Program Improvement | 12 |
| Percent of Schools Identified for Program Improvement | 29.3% |

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 2004-05, Alder Middle School did not participate in the Title I program and is therefore not required to comply with Title I program mandates.

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

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

| Campus Description | |
|-------------------------------|-------------|
| Year Built | 1960 |
| Acreage | 22.25 |
| Square Footage | 130,515 sf |
| | Qty. |
| # of Permanent Classrooms | 57 |
| # of Portable Classrooms | 15 |
| # of Restrooms (student use) | 7 sets |
| Library | 1 |
| Computer Lab | 2 |
| Gymnasium | 1 |
| Staff Lounge | 1 |
| Teacher Work Room | 1 |
| Cafeteria / Multipurpose Room | 1 |

Campus Supervision

Student safety is taken very seriously at Alder Middle School. When students arrive in the morning and depart in the afternoons, supervision is provided by six teachers who are stationed at strategic locations on campus, two campus security officers patrolling the interior areas and securing safe passage in high traffic areas (buses, crosswalks, student drop-off/pickup area), and school administrators circulating around the campus. During lunch, two noon duty aides, two counselors, two campus security officers, a Fontana Police Resource Officer, and the assistant principals share supervision of student activities in the cafeteria and in common gathering areas. Alder Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2005. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are

well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit requests to the school secretary who prepares and forwards 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 regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Alder Middle School on an annual basis 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 August 19, 2005.

| School Site Inspection | | |
|---|-----------------|--|
| Most Recent Inspection: August 19, 2005 | | |
| Inspection Area | In Good Repair? | Comments or Description of Deficiency |
| Gas Leaks | Yes | |
| Mechanical Systems | Yes | |
| Windows/Doors/Gates (Interior & Exterior) | No | Behind Room 837: Damaged fence guarding electrical equipment. |
| Interior Surfaces (Walls, Floors, & Ceilings) | No | Boys' Locker Room: Missing ceiling tiles. Girls' Locker Room: Missing ceiling tiles. |
| Hazardous Materials (Interior & Exterior) | No | Exterior 700 Wing: Peeling paint above walkway. |
| Structural Damage | No | Girls' Locker Room: Back ceiling and wall has water damage. |
| Fire Safety | No | Library: Fire extinguisher out of date in East storage room. Boys' Locker Room: Light out. Gym: Three lights out. |
| Electrical (Interior & Exterior) | No | |
| Pest/Vermin Infestation | Yes | |
| Drinking Fountains (Inside & Outside) | Yes | |
| Restrooms | Yes | |
| Sewer | Yes | |
| Playgrounds/School Grounds | Yes | |
| Other | N/A | |

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

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 2004-05 school year, Alder Middle School received \$479,122 in deferred maintenance funds for repaving projects and replacement of roofing systems.

Classroom Environment

Discipline & Climate for Learning

Students at Alder Middle School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to principal's office. When

| | Suspensions & Expulsions | | |
|-----------------|--------------------------|--------|--------|
| | Alder Middle | | |
| | 02-03 | 03-04 | 04-05 |
| Suspensions (#) | 609 | 629 | 421 |
| Suspensions (%) | 37.99% | 36.66% | 28.27% |
| Expulsions (#) | 23 | 8 | 15 |
| Expulsions (%) | 1.43% | 0.47% | 1.01% |
| | FUSD | | |
| | Middle Schools | | |
| | 02-03 | 03-04 | 04-05 |
| Suspensions (#) | 2459 | 2585 | 2662 |
| Suspensions (%) | 26.23% | 27.49% | 27.70% |
| Expulsions (#) | 115 | 69 | 85 |
| Expulsions (%) | 1.23% | 0.73% | 0.88% |

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.

administering consequences, the principal/assistant principals take into consideration the referred student's past behavioral trends and seriousness of infraction. Administrators and teachers expect students to learn from their mistakes and make good choices in conduct. Student discipline is always dealt with in a fair, firm, and consistent manner.

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

Responsible students may choose to participate in the Peerleader program and receive leadership and peer mediation training from the school counselors. Participating students are available to help fellow students with mild student-to-student social issues and are trained to recognize situations that require adult intervention. Students make arrangements for Peerleader assistance through the counseling office.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Four times a year, students meeting specific grade point average criteria are recognized and invited to one of four annual Renaissance assemblies. Students demonstrating good citizenship are issued a Falcon Card; at the end of each month, Falcon Cardholders are awarded prizes such as pencils, candy, and/or homework passes. Students showing significant improvement or achieving goals in attendance, citizenship, and subject grades during the month are called to the office over the intercom system and rewarded by the principal for their outstanding efforts. Once a week, teachers select one student in their class to receive Student of the Month recognition for their individual achievement in academics, school service, attendance, or behavior. Selected students' names are announced on Fridays during sixth period class and the ASB President visits each selected student's class for a special presentation. Students' names are also posted in a schoolwide memo and on the electronic marquee located in the front of the school.

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

Instructional Time

During the 2004-05 school year, all instructional time offered at Alder Middle School exceeded state requirements. For the 2004-05 school year, Alder Middle School offered 180 days of instruction comprised of 161 regular days and 19 minimum days.

Alder Middle School utilizes minimum days for scoring district tests and parent conferences.

All instructional minutes offered at Alder Middle School during the 2004-05 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Alder Middle School offered a total of 57,682 minutes of instruction for the 2004-05 school year for all grade levels.

Class Size & Teaching Load

Alder Middle School maintained a schoolwide average class size of 31.3 students for the 2004-05 school year. 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 | | | | |
|--|-----------------|----------------------|-------|-----|
| 2002-03 | | | | |
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| English | 25.1 | 29 | 44 | 21 |
| Math | 29.7 | 5 | 24 | 20 |
| Science | 30.5 | 5 | 22 | 29 |
| Social Science | 29.9 | 4 | 20 | 24 |
| 2003-04 | | | | |
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| English | 26.7 | 25 | 30 | 36 |
| Math | 31.3 | 8 | 9 | 34 |
| Science | 31.4 | 8 | 10 | 37 |
| Social Science | 33.4 | 4 | 6 | 39 |
| 2004-05 | | | | |
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| English | 27.4 | 19 | 39 | 26 |
| Math | 30.6 | 5 | 21 | 21 |
| Science | 31.8 | 5 | 21 | 33 |
| Social Science | 31.2 | 4 | 17 | 25 |

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Alder Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results, data analysis, and teacher input. During the 2004-05 school

year, Alder Middle School held three staff development days that focused on:

- Curriculum Guides/Maps
- Use of Technology to Improve Instruction
- Data Analysis to Improve Instruction
- Enhancing Education Through Technology
- Advancement Via Individual Determination
- Teacher Expectations and Student Achievement (TESA)
- Conflict Resolution - Ropes Course for Staff
- Using Technology to Increase Teacher and Student Performance
- Edusoft Training

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Alder Middle School's principal works closely with two assistant principals and the leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is responsible for the school budget, teaching hiring, and overall administration of Alder Middle School. Principal Richard Roth takes a team approach and considers individual strengths and expertise when delegating tasks and decision-making responsibilities to assistant principals Douglas Newton and Derek Swem. Each assistant principal is responsible for student discipline; one assistant principal oversees the math and science curricula and the other supervises the music and arts programs.

Mr. Richard Roth has been in the educational field for over 25 years, serving the Fontana Unified School District for the most recent 18 years. Prior to joining Alder Middle School as principal five years ago (2001), Mr. Roth held positions as a principal, assistant principal, classroom teacher, substitute teacher, and athletic coach at various schools. Principal Roth's professional certifications include a master's degree in education and school administration, a bachelor's degree in modern and European history, Tier I and Tier II administrative credentials, AB75 principal's training, and AB2913 (formerly SB395) authorization/training to teach English learners.

Supporting the principal in the decision-making process is the School Leadership Team, comprised of the principal, assistant principals, counselor, all department chairpersons, the program manager, ASB director, Internet coordinator, English language learner site monitor, and two elected representatives. The Leadership Team meets once a month to address departmental issues presented through team representatives that effect student learning, school programs, and staff development needs. Each team member serves as a liaison between administration and school staff.

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

| District Adopted Textbooks (Grade 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 |

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 September 29, 2005, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

Library Resources

The school library is staffed by a full-time library clerk and is open from 7:00 a.m. to 4:00 p.m. In addition to traditional library books, students have access to encyclopedias, dictionaries, newspapers, magazines, and books on tape. Three Internet-accessible computers are available for online research. Students visit the library with their class at their teacher's discretion and based upon lesson plans; all language arts classes schedule library time as part of the regular curriculum. Students may visit the library independently before school, during lunch, and after school.

Technology Resources

During the 2004-05 school year, Alder Middle School had a total of 337 computers; all classrooms had internet access. Language arts classes have on average six computers each; all other subject areas have an average of three computers per classroom. Classroom computers are used for word processing, Internet research, graphics presentations, multi-media projects (using ImageBlender) and accessing web-based video libraries such as *unitedstreaming*. Alder Middle School has two computer labs; one is used for intervention and enrichment activities. The second computer lab is used for whole class instruction and teacher training.

Alder Middle School staff applied for and received funding from the Enhancing Education Through Technology (EETT) grant program. Teachers utilize one of the school's computer labs to train participating staff on how to use technology to enhance teaching and to promote learning. Forty teacher laptops and LCD projectors are currently provided to help facilitate innovative delivery of class lessons and web-based educational resources.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Alder Middle 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 using research-based instructional materials and strategies.

The school's special education program is staffed by three special education teachers and three special education aides who provide full-day instruction in two special day classes. Four resource specialist teachers provide direct instruction in math and language arts. Four resource specialist aides provide in-class support, collaborating with each student's teacher to support the student's academic and learning needs. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. English learners may be enrolled in an English Language Development (ELD) Class (replacing an elective course) which supplements regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Alder Middle School offers a sheltered English immersion class for beginning level EL students who need assistance with any of the core academics. Three bilingual aides provide in-class support to EL students in the ELD program, sheltered English class, or in the general education classroom, collaborating with the EL student's general education teachers to ensure instruction meets individual learning needs. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Alder Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

High achieving students and those students who qualify for the Gifted and Talented Education (GATE) program through district testing are placed in designated classes to receive accelerated, challenging instruction. Field trips and special after-school projects are offered throughout the year as an extension of general education coursework.

Alder Middle School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Extended Day Tutoring: one to two hours of daily instruction is offered after school to students at all levels who need targeted assistance in any subject area.
- Off-track Intercession: participating students receive 40 hours of instruction over a two-week period (between trimesters). Instruction is provided by certificated teachers who focus instruction on remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math. Students at the Basic, Advanced, and Proficient levels are given first opportunity to attend. Students at the Far Below Basic and Below Basic levels are encouraged to attend when space is available.
- ELAP (English Language Acquisition Program): after-school language acquisition program for English Learners at all levels (Beginner to Advanced). Instruction is provided three days a week for one to two hours a day, depending on a student's individual needs.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Alder Middle School's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, Alder Middle School's teachers coordinate efforts to cover the absent teacher's class during their prep periods.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the

collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

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) 2004-05

| | No. of Staff | FTE |
|------------------------|--------------|-----|
| Counselor | 2 | 2.0 |
| Psychologist | 1 | 0.4 |
| Health Assistant | 1 | 1.0 |
| Adaptive PE Specialist | 1 | 0.4 |
| Adaptive PE Aide | 1 | 0.4 |
| LSH Therapist | 1 | 0.2 |
| LSH Aide | 1 | 0.2 |

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their

IEP. Alder Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Assignment

For the 2004-05 school year, Alder Middle School had 55 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

| | % |
|----------------------------------|------|
| Alder Middle | 89.0 |
| All Schools in District | 88.9 |
| High-Poverty Schools in District | 94.6 |
| Low-Poverty Schools in District | 83.5 |

Teacher Education Levels

| | 2004-05 | |
|--|--------------|------|
| | Alder Middle | FUSD |
| | % | % |
| Doctorate | 1.7 | 1.3 |
| Master's Degree plus 30 or more semester hours | 25.0 | 34.9 |
| Master's Degree | 0.0 | 0.3 |
| Bachelor's Degree plus 30 or more semester hours | 58.3 | 48.6 |
| Bachelor's Degree | 15.0 | 14.3 |
| Less than a Bachelor's Degree | 0.0 | 0.7 |

Teacher Credentials & Assignments

| | Alder Middle | | | FUSD | | |
|---|--------------|-------|-------|-------|-------|-------|
| | 02-03 | 03-04 | 04-05 | 02-03 | 03-04 | 04-05 |
| Total Teachers | 65 | 65 | 60 | 1818 | 1780 | 1911 |
| Teachers with Full Credential | 54 | 59 | 55 | 1603 | 1635 | 1771 |
| Teachers in Alternative Routes to Certification | 4 | 2 | 6 | 120 | 63 | 168 |
| Pre-Internship | 4 | 2 | 0 | 129 | 47 | 9 |
| Teachers with Emergency Permits | 11 | 3 | 2 | 261 | 56 | 34 |
| Teachers with Waivers | 1 | 0 | 0 | 23 | 0 | 2 |
| Teachers Teaching Outside Subject Area | 0 | 5 | 11 | 0 | 35 | 60 |
| Teacher Misassignments - Total | N/A | 81 | 3 | N/A | ** | 73 |
| Other Misassignments of Certificated Staff | N/A | 3* | 0 | N/A | 45 | 15 |
| Teacher Misassignments for English Learners | N/A | 75** | 3 | N/A | 1404* | 58 |
| Teacher Vacancies | N/A | 0 | 0 | N/A | 0 | 0 |

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- 21st Century
- Class Size Reduction
- Comprehensive School Reform
- Early Intervention
- Dropout Prevention
- Gifted & Talented Education
- High Priority Schools
- Instructional Materials
- Parent Education
- Peer Assistance & Review
- Reading First
- School Improvement
- School Safety
- Smaller Learning Communities

- Special Education
- Staff Development
- State & Federal Preschool
- Supplemental Technology
- Tenth Grade Counseling
- Title I, III, & V
- Tobacco Use Prevention
- Career & Vocational Education

Salary Comparison

2003-04

| | State Average of Districts in Same Category | |
|--|---|-----------|
| | FUSD | |
| Beginning Teacher Salary | \$35,236 | \$37,061 |
| Mid-Range Teacher Salary | \$59,381 | \$58,294 |
| Highest Teacher Salary | \$74,936 | \$72,876 |
| Average Principal Salaries: | | |
| Elementary School | \$95,033 | \$94,471 |
| Middle School | \$94,796 | \$98,940 |
| High School | \$106,988 | \$107,418 |
| Superintendent Salary | \$162,608 | \$179,061 |
| Percentage of General Fund Expenditures For: | | |
| Teacher Salaries | 42.4% | 41.4% |
| Administrative Salaries | 5.2% | 5.1% |

Current Expense of Education per Pupil

2004-05

| Total Expenditures | Dollars Spent per Student | | |
|--------------------|---------------------------|--|---------------------------------|
| | FUSD | State Average for Districts in Same Category | State Average for All Districts |
| \$276,314,885 | \$6,840 | \$7,172 | \$7,127 |