

FONTANA UNIFIED SCHOOL DISTRICT

WAYNE RUBLE MIDDLE SCHOOL

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

www.fusd.net



Grades 6-8
Crystal Whitley, Principal
6762 Juniper Avenue - Fontana, CA 92336
(909) 357-5530 - FAX (909) 357-5539

2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

Board of Education

Gus Hawthorn, Board President
Arlene Piazza, D.Min., Clerk
Laura Abernathy-Mancha, Alternate Clerk
Kathleen Binks, Member
D. Wayne Ruble, Ed.D., Member

District Administration

Charles D. Milligan, Ph.D.
Superintendent
Richard A. Stedry, Ed.D.
Deputy Superintendent
Division of Business Services
Cali L. Olsen-Binks
Deputy Superintendent
Division of School Support
Yolanda Mendoza
Associate Superintendent
Division of Human Resources
Gail M. Grant, Ed.D.
Associate Superintendent
Division of Student Support

Contents

Principal's Message
District Goals
Parent Involvement
School Profile
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures

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. In some areas of this report, three years of data are required for disclosure. Since Wayne Ruble Middle School's first full year of operation was 2004-05, required statistical data from 2002-03 and 2003-04 is not included in this report.

Principal's Message

"Today knowledge has power. It controls access to opportunity and advancement."
--Peter F. Drucker

It is no secret that education is the key that unlocks the door to future success. Wayne Ruble Middle School strives to prepare students for high school, college, and beyond by providing that "key." Every day Wildcat students are encouraged to follow the school motto, "Take Pride with Every Stride" and become independent learners ready to tackle the world!

The newest of Fontana Unified School District's eight middle schools, Wayne Ruble Middle School is entering its third year of enrollment. Like other FUSD middle schools, Ruble has a single-track, year round schedule for over 1,000 students. This middle school serves a diverse population of students, including 72.1% Hispanic, 13.8% African-American, 8.5% Caucasian, 1.9% Filipino, 1.7% Asian, 1.0% American Indian or Alaska Native and 1.0% other ethnic backgrounds. The staff of Wayne Ruble Middle School pride themselves in the development of new traditions to serve their students.

Wayne Ruble Middle School was named after one of Fontana Unified School District's longtime Board Members, Dr. D. Wayne Ruble. Dr. Ruble is a retired FUSD administrator. He was employed as a teacher from 1958-1965 and retired as Coordinator of Special Services in 1985.

School Mission

Wayne Ruble Middle School is dedicated to maintaining an environment where our students achieve their highest academic potential, develop social responsibilities, enhance personal school and community pride.

Parent Involvement

Parents are encouraged to get 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, help out with extracurricular activities, assist with student supervision during noon-time activities, or work in the classroom. Events such as Back to School Night, Open House, Writing Celebration, Science Fair, PE Night, History, 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 Language Advisory Council provide opportunities for parents to have input on curricular programs and school activities.

School-to-home communication takes place through the school website, telephone calls home, and progress reports. Parents may visit the school's website (www.fusd.net/schools/MiddleSchool/Ruble/index.stm) to obtain general information and to access In Touch, a web-based academic progress reporting

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.

system. Progress reports are issued every four weeks and reports cards issued every 12 weeks. Teachers have supplemental progress reporting systems that inform parents on student progress as often as every other week. ConnectEd is an Internet-based telephone messaging system that forwards school activities information to each student's home.

Parents seeking more information about Wayne Ruble Middle School or who would like to become an active participant in the school community may contact Principal Crystal Whitley at (909) 357-5530.

School Profile

Wayne Ruble Middle School is a single-track, year-round school serving 1,043 students in sixth, seventh, and eighth grade. 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.

"Taking Pride with Every Stride"

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Wayne Ruble Middle School. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

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 Wayne Ruble Middle School provided intervention programs for students who were identified through the matrix as performing below grade level standards.

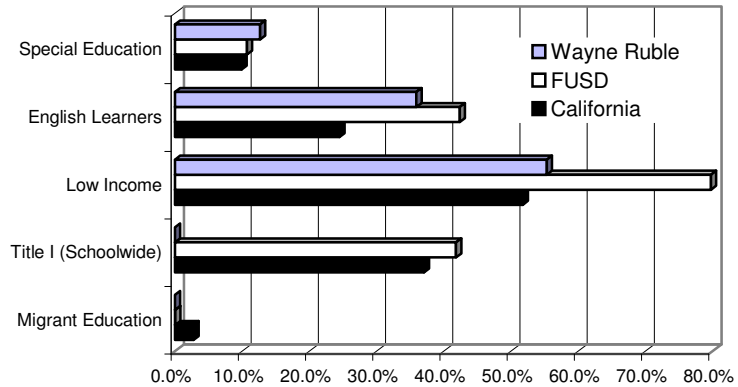
District-Administered Assessments

Grade	2004-05		
	6	7	8
Reading	24%	40%	35%
Math	25%	16%	27%
Writing	33%	53%	56%

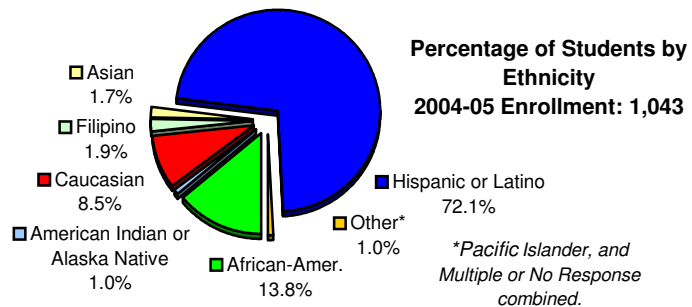
California English Language Development Test

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



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

	Wayne Ruble		FUSD		California		
	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	38	29	29	27	43	43	41
Math	44	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

	Wayne Ruble						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	42	*	*		33		54
Math	50	*	*		41		57

*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

	Wayne Ruble					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	37	39	14	32	13	
Math	46	42	21	38	6	

Standardized State Assessments

Students at Wayne Ruble Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California 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, 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."

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.

California Standards Test Results

All Students

Percentage of Students Scoring at Proficient & Advanced Levels

	Wayne Ruble		FUSD		California		
	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	23	18	20	25	35	36	40
Math	20	24	23	26	35	34	38
Science		11	9	11	27	25	27
History	9	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

	Wayne Ruble							
	African-Amer.	Amer. Indian or Alaskan Native		Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	22	*	67	*	19		42	
Math	15	*	67	*	18		32	
Science								
History	5	*	*		7		19	

*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

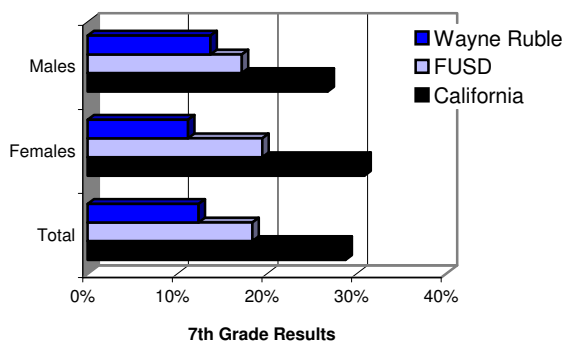
2004-05

	Wayne Ruble					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	21	26	6	20	6	
Math	21	19	9	19	5	
Science						
History	8	11	4	10	4	

Physical Fitness Test Results

Percentage of Students in "Healthy Fitness Zone"

2004-05



Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

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

- Each school and subgroup must perform at designated proficiency levels; 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. Wayne Ruble Middle School did not meet all 2005 AYP criteria; AYP targets were achieved in one out of six subgroups. Since Wayne Ruble Middle School currently does not participate in the Title I Program, the school is not required to comply with Title I Program Improvement mandates.

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 two types

Academic Performance Index (API)			
API Base		API Growth	
	2004		From 2004 to 2005
Percent Tested		Percent Tested	100
API Base Score	*	API Growth Score	664
Growth Target		Actual Growth	*
Statewide Rank		Eligible for GPA	Unfunded
Similar Schools Rank		Eligible for II/USP	Unfunded

API Significant Subgroup Results			
Hispanic or Latino			
API Base Score		API Growth Score	648
Growth Target		Actual Growth	
Socioeconomically Disadvantaged			
API Base Score		API Growth Score	648
Growth Target		Actual Growth	

**An API Base score was not calculated in 2004 since the first year's API cycle for Wayne Ruble Middle took place during the 2004-05 school year. Base API scores will be established for the 2005-06 cycle based on spring 2005 STAR assessment.*

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

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

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

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 ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	2004
Acreage	20
Square Footage	129,280
	Qty.
# of Permanent Classrooms	52
# of Portable Classrooms	0
# of Restrooms (student use)	4 sets
Art Room	2
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 and updated in May 2006, and will be discussed with school staff at the beginning of the 2006-07 school year. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. 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. Emergency requests are submitted verbally to the district's maintenance department for immediate resolution. School staff submit written requests to the school office clerk who prepares and forwards the 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.

The district's maintenance department inspects Wayne Ruble 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. During construction and upon completion of new facilities, mandatory inspections were completed following local and state construction standards. At that time, facilities and operational systems were functioning properly. School inspections following Office of Public School Construction guidelines will begin in the 2005-06 school year.

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, Wayne Ruble Middle School did not qualify for deferred maintenance funding. Since construction of facilities were completed in 2004, Wayne Ruble Middle School does not qualify to receive deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions

	Wayne Ruble
	04-05
Suspensions (#)	296
Suspensions (%)	28.38%
Expulsions (#)	4
Expulsions (%)	0.38%
	FUSD Middle Schools
	04-05
Suspensions (#)	2662
Suspensions (%)	27.70%
Expulsions (#)	85
Expulsions (%)	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.

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 the grade point average, students qualify for one of three Renaissance cards (gold, silver, or bronze) which allow various levels of access to special school events and privileges. Renaissance assemblies are held at the end of each trimester to announce qualifying students and distribute Renaissance cards.

All sixth grade students who have no referrals to the principal's office, maintained a positive attendance record, completed all assignments, and dress-out for physical education are inducted into Jazzy Jaguar. Every six weeks, students meeting Jazzy Jaguar criteria are invited to participate in a special field trip in recognition for their outstanding efforts. Seventh and eighth grade students meeting the same criteria are recognized with special on-campus events/activities. Individual attendance efforts are commended at the end of every month. At the end of each trimester, students are honored at awards assemblies for their outstanding academic accomplishments and maintaining good citizenship.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to attend the after-school Science Club and Homework Club. Wayne Ruble Middle School sponsors a competitive basketball program and offers intramural sports in volleyball and softball. Athletic programs emphasize teamwork and good sportsmanship so everyone can be a winner.

Class Size & Teaching Load

Wayne Ruble Middle School maintained a schoolwide average class size of 27.8 students for the 2004-05 school year. The following table illustrates the distribution of class sizes by subject area, the average

Teaching Load Distribution Departmentalized Instruction				
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.3	22	31	11
Math	26.8	10	15	12
Science	29.4	7	13	20
Social Science	29.6	5	14	14

class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Instructional Time

During the 2004-05 school year, all instructional time offered at Wayne Ruble Middle School exceeded state requirements. For the 2004-05 school year, Wayne Ruble

Middle School offered 180 days of instruction comprised of 135 regular days and 45 minimum days. Wayne Ruble Middle School utilizes minimum days for staff development, team meetings, staff meetings, and parent conferences.

All instructional minutes offered at Wayne Ruble 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; Wayne Ruble Middle School offered a total of 57,600 minutes of instruction for the 2004-05 school year for all grade levels.

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)

Wayne Ruble 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, Wayne Ruble Middle School held three staff development days that focused on:

- Marzano's Classroom Instruction that Works - Researched Based Strategies
- Failure is not an Option - How High Achieving Schools Succeed with All Students

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

Wayne Ruble 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. Principal Crystal Whitley is responsible for overall administration of school operations and takes a team approach to delegating tasks and decision-making responsibilities with assistant principals Dawn Marmo and Patricia Moore. Each of the assistant principals is involved in administration of staff development, student discipline, student safety, teacher evaluations, and the safe school plan.

Ms. Crystal Whitley has been serving in the educational field since 1980 and the Fontana Unified School District since 1990. Prior to her appointment as Wayne Ruble Elementary's first

principal, Ms. Whitley's extensive experience includes K-8 classroom teaching positions, middle school dean of students, and both assistant principal and principal positions for grades K-8. Professional certifications include a master's degree in educational administration, a bachelor's degree in psychology, a second bachelor's degree in liberal arts, Tier I and Tier II administrative credentials, and AB75 principal's training.

Supporting the principal in the decision-making process is the School Leadership Team, comprised of the principal, assistant principals, counselors, ASB director, and department representatives. The Leadership Team meets once a month to serve as an advisory panel for issues concerning instructional programs and implementation, school policy review and development, and staff development. Department representatives are the liaison between administration and teaching staff.

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. Wayne Ruble 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.

Special Education students are 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. Wayne Ruble Middle School is the home site for severely handicapped (SH) and severely emotionally disturbed (SED) special day class programs, staff by three highly trained special education teachers and three special education aides who provide full-day instruction. An adaptive physical education teacher and a speech and language therapist visit students regularly each week to provide individualized services.

Two resource specialist teachers provide instruction for some special education students either in the student's class room or in the resources teacher's classroom based upon each student's IEP. Two additional resource special teachers collaborate with general education teachers in science and social science to provide in-class support and co-teaching of mainstreamed special education students.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Students are assigned to one of five levels based upon their level of understanding the English Language and CELDT scores. Levels range from beginning (Level 1) to advanced (Level 5). All English learners in Levels 1-5 are enrolled in an English Language Development (ELD) class (replacing an elective course) as a supplement to their regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Two bilingual aide provides in-class

support and instruction for EL Levels 1-2, collaborating with the EL students' teachers to ensure individual learning needs are met. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Wayne Ruble Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students who qualify for the Gifted and Talented Education (GATE) program through district testing are placed in designated classes to receive accelerated, challenging instruction. GATE students are clustered by grade level to receive differentiated instruction from GATE certified teachers.

Wayne Ruble 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:

- **Off-track Intersession:** students at the Far Below Basic and Below Basic levels on the district's assessment matrix are given first priority and encouraged to participate in 40 hours of instruction over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons. Students at the Basic level on the district matrix are welcome based upon space availability.
- **After-School Tutoring:** students who need additional assistance to reach proficient levels in language arts and/or math are referred by their teachers to participate in after-school tutoring. Teachers meet with each referred student's parents to discuss and sign up for tutoring sessions. Fifteen hours of individualized tutoring are offered twice each semester over a three-week period.

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 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.

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

Technology Resources

Wayne Ruble Middle School has on average four Internet-accessible computers in each classroom. Students use classroom computers to access Accelerated Reader testing, STAR Math, Kidspiration, Study Island, English in a Flash, and Renzulli (GATE). The school's three computer labs feature 36 workstations each. One lab is used for whole class instruction; many teachers will schedule time during language arts to introduce and utilize word processing, graphing, presentation, and research activities for content-related assignments. One lab is used for whole class instruction for technology electives ranging from beginning to advanced applications. The third computer lab is used primarily for whole-class science instruction. Teachers have access to seven SMART Boards to use as supplemental teaching tools in the classroom.

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. Wayne Ruble 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, Wayne Ruble 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

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) 2004-05		
	No. of Staff	FTE
Counselor	2	2.0
Psychologist	1	0.6
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH Therapist	1	0.3
LSH Aide	1	0.3

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. 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 Assignment

For the 2004-05 school year, Wayne Ruble Middle School had 43 teachers who met all credential requirements in accordance with state guidelines.

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

	%
Wayne Ruble	77.8
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Credentials & Assignments

	Wayne Ruble	FUSD		
	04-05	02-03	03-04	04-05
Total Teachers	48	1818	1780	1911
Teachers with Full Credential	43	1603	1635	1771
Teachers in Alternative Routes to Certification	8	120	63	168
Pre-Internship	1	129	47	9
Teachers with Emergency Permits	1	261	56	34
Teachers with Waivers	0	23	0	2
Teachers Teaching Outside Subject Area	4	0	35	60
Teacher Misassignments - Total	5	N/A	**	73
Other Misassignments of Certificated Staff	2	N/A	45	15
Teacher Misassignments for English Learners	3	N/A	1404*	58
Teacher Vacancies	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.

Teacher Education Levels

2004-05

	Wayne Ruble	FUSD
	%	%
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	37.5	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	47.9	48.6
Bachelor's Degree	14.6	14.3
Less than a Bachelor's Degree	0.0	0.7

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	School Safety
Class Size Reduction	Smaller Learning Communities
Comprehensive School Reform	Special Education
Early Intervention	Staff Development
Dropout Prevention	State & Federal Preschool
Gifted & Talented Education	Supplemental Technology
High Priority Schools	Tenth Grade Counseling
Instructional Materials	Title I, III, & V
Parent Education	Tobacco Use Prevention
Peer Assistance & Review	Career & Vocational Education
Reading First	
School Improvement	

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