

# Fontana Unified School District

## Wayne Ruble Middle

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

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#### SCHOOL INFORMATION

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(909) 357-5530  
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#### SUPERINTENDENT

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#### DISTRICT INFORMATION

Fontana Unified School District  
9680 Citrus Avenue  
Fontana, CA 92335  
(909) 357-7600

#### BOARD OF EDUCATION

Marcelino "Mars" Serna, President  
Adam Perez, Vice President  
Joe Armendarez, Member  
Jennifer Quezada, Member  
Mary Sandoval, Member  
David Muñoz-Padilla, Student Board Member

#### DISTRICT ADMINISTRATION

Miki R. Inbody  
Superintendent  
Tina Daigneault  
Associate Superintendent,  
Business Services  
Monica Makiewicz, Ph.D.  
Associate Superintendent,  
Teaching & Learning  
Douglas F. Staine, Ed.D.  
Associate Superintendent,  
People Services  
Craig Baker  
Associate Superintendent,  
Student Services

#### SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.

- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.

- For additional information about the school, parents and community members should contact the school principal or the district office.

#### DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



## DISTRICT STATEMENTS

### DISTRICT MISSION

"Every Student Successful. Engaging Schools. Empowered Communities."

### DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

### CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

### CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

### DISTRICT GOALS

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

### SCHOOL STATEMENTS

#### Principal's Message:

It is a pleasure to serve such a great community of amazing students, wonderful families and a dedicated staff. We feel privileged to continue working with all of you! Our goals for Wayne Ruble Middle School are to ensure:

- \* All students will be on track for college and career readiness
- \* All students will be able to compete in the global community
- \* All students will be kind, compassionate, caring individuals.

These goals for our students require a great commitment on the part of all key stakeholders. Parents, teachers, staff, counselors and administrators must support students daily and work collaboratively to ensure student success. Please work with us on the following:

- \* Demonstrate high expectations for academics, attendance, character and performance for your child daily
- \* Hold regular conversations with your child and his/her teachers about learning goals.
- \* Check daily reading, classwork, homework--learning excellence begins at home and is built upon at school

\* Talk to your son/daughter about being a great citizen and being kind to others. Stand up for what is right in the world. We have zero tolerance for bullying!

Everyday Wildcat students are encouraged to follow the school motto, "Taking Pride with Every Stride" and become independent learners ready to tackle the world!

### SCHOOL PROFILE

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. The school is "Taking Pride With Every Stride!".

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	50.4
Male	49.6
Non-Binary	
American Indian or Alaska Native	
Asian	3.5
Black or African American	11.1
Filipino	3.2
Hispanic or Latino	72.5
Native Hawaiian or Pacific Islander	0.3
White	7.1
Two or More Races	2.1
EL Students	16
Foster Youth	0.7
Homeless	1
Military	
Socioeconomically Disadvantaged	58.4
Migrant Education	
Students with Disabilities	10.4

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
6th	443
7th	440
8th	459
Total	1,342

#### CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**TEACHER ASSIGNMENT**

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.80	70.05	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	6.50	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.55	19.70	1.15	12,115.80	4.41
Unknown	13.30	22.87	407.00	23.67	18,854.30	6.86
Total Teaching Positions	58.30	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	52.50	89.15	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	2.00	3.39	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	2.36	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.92	31.90	1.82	11,953.10	4.28
Unknown	1.80	3.15	87.80	5.02	15,831.90	5.67
Total Teaching Positions	58.90	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.70	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.70	1.30

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.30	1.10
Total Out-of-Field Teachers	0.30	1.10

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.20	2.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

#### FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/24/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	COMP LAB: 4. CEILING TILE IS DAMAGED. C-109: 4. CEILING TILE MISSING. ADMIN BLDG, B 201, B 207, WRK RM, G 203, MEDIA LAB, COMP LAB, STAFF LOUNGE: 4. WATER STAIN CEILING TILES. C- 108: 4. WATER STAINS CEILING TILES ABOVE WINDOWS.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	C-109: 7. LIGHT DIFFUSER IS CRACKED. MEDIA LAB: 7. LIGHT DIFFUSER IS LOOSE. COMP LAB: 7. WATER STAIN IN LIGHT DIFFUSER.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	G 203: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET. F BLDG/ STORAGE: 11. PAINT IS CHIPPING ON TRIM OF BUILDING. MPR: 11. PAINT IS CHIPPING ON WALL.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

## SCHOOL FACILITIES

### Age and Condition of Facilities

Wayne Ruble Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 2004, the school sits on 20 acres and includes a library, 55 classrooms, a gym, a staff/teacher's workroom, lunchroom, and a cafeteria/multipurpose room.

### Campus Supervision

As students arrive on campus each morning, 17 adults provide supervision; two district security officers, teachers, and administrators who maintain a high profile in strategic locations to monitor student activities. During lunch, three school site aides, two district security officers, two counselors, and the administrators 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. 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.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department. Upon receipt, maintenance identifies the scope of each project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

### Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

### Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

## INSTRUCTIONAL MATERIALS

### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

### Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

## TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts, English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
	Grade: 8th / Course: Integrated Mathematics / Publisher: Houghton Mifflin / Series: Integrated Math / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
	Grade: 7th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Medieval World and Beyond / Adoption: 2019	Yes (State)	0
	Grade: 8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The US Through Industrialism / Adoption: 2019	Yes (State)	0
Science	Grades: 6th-8th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 6th-8th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

## PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

**ASSESSMENT RESULTS**

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	46	34	47
Mathematics (Grades 3-8 and 11)	24	18	33
Science (Grades 5, 8, and 10)			

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,374	1,362	99.13	0.87	45.96
Male	680	676	99.41	0.59	39.20
Female	694	686	98.85	1.15	52.62
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	48	48	100.00	0.00	66.67
Black or African American	150	149	99.33	0.67	44.30
Filipino	46	46	100.00	0.00	73.91
Hispanic or Latino	988	982	99.39	0.61	43.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	101	100.00	0.00	40.59
Two or More Races	36	31	86.11	13.89	64.52
EL Students	222	213	95.95	4.05	10.80
Foster Youth	11	11	100.00	0.00	36.36
Homeless	11	11	100.00	0.00	45.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	782	779	99.62	0.38	39.02
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	140	138	98.57	1.43	7.25



Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,374	1,369	99.64	0.36	23.68
Male	680	679	99.85	0.15	24.63
Female	694	690	99.42	0.58	22.75
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	48	48	100.00	0.00	56.25
Black or African American	150	149	99.33	0.67	18.12
Filipino	46	46	100.00	0.00	56.52
Hispanic or Latino	988	984	99.60	0.40	20.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	101	100.00	0.00	25.00
Two or More Races	36	36	100.00	0.00	38.89
EL Students	222	222	100.00	0.00	1.80
Foster Youth	12	12	100.00	0.00	8.33
Homeless	11	11	100.00	0.00	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	783	779	99.49	0.51	18.61
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	139	137	98.56	1.44	3.65

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	469	468	99.79	0.21	22.86
Male	233	232	99.57	0.43	25.86
Female	236	236	100.00	0.00	19.92
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	14	14	100.00	0.00	50.00
Black or African American	55	54	98.18	1.82	9.26
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	334	334	100.00	0.00	21.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	34	34	100.00	0.00	20.59
Two or More Races	15	15	100.00	0.00	40.00
EL Students	64	64	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	261	260	99.62	0.38	18.08
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	43	43	100.00	0.00	2.33

**PHYSICAL FITNESS ASSESSMENT**

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	98	98	98	99	98

**PUPIL ENGAGEMENT**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

**CHRONIC ABSENTEEISM**

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1,467	1,430	400	28
Female	739	719	181	25.2
Male	728	711	219	30.8
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	52	50	6	12
Black or African American	165	160	38	23.8
Filipino	49	47	4	8.5
Hispanic or Latino	1,060	1,035	315	30.4
Native Hawaiian or Pacific Islander	5	5	1	20
White	103	101	30	29.7
Two or More Races	29	28	5	17.9
EL Students	256	252	80	31.7
Foster Youth	21	18	3	16.7
Homeless	19	19	7	36.8
Military				
Socioeconomically Disadvantaged	868	849	277	32.6
Migrant Education	0	0	0	0
Students with Disabilities	165	159	62	39

## PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## PARENT INVOLVEMENT

Parents are encouraged to become involved in Wayne Ruble Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to chaperone school events, assist with extracurricular activities, student supervision during noon-time activities, and in the classroom.

Events such as Back-to-School Night, Open House, 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, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities. Parent forums take place throughout the school year to introduce and share new programs, curriculum, and discuss concerns. Parent Empowerment Workshops are held monthly. Parents are provided with training on such topics as: Bullying, Cyber Bullying, Conflict Resolution, and Volunteering. Morning with the Principal are also held monthly to provide current event information to parents and the opportunity for questions and feedback regarding the school.

School-to-home communication, in both English and Spanish, takes place through the school website, telephone calls home, and progress reports. Progress reports are issued every quarter and reports cards are issued every 6 weeks. Teachers have supplemental progress reporting systems to inform parents on student progress as often as every other week.

Blackboard Connect is an Internet-based telephone messaging system that forwards school activities information to each student's home. A parent calendar, issued once a month, features upcoming activities and events, student recognition, and safety issues. The school website is updated regularly; some teachers have their own websites linked to the school website and are updated either daily or weekly ([www.waynerublemiddle.org](http://www.waynerublemiddle.org)).

## SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

**SUSPENSIONS AND EXPULSIONS**

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	1.97	0.44	3.89	0	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	3.89	0
Female	2.44	0
Male	5.36	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	3.4	0
Native Hawaiian or Pacific Islander	0	0
White	2.91	0
Two or More Races	3.45	0
EL Students	7.03	0
Foster Youth	9.52	0
Homeless	5.26	0
Military		
Socioeconomically Disadvantaged	5.07	0
Migrant Education	0	0
Students with Disabilities	6.67	0

#### OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

#### PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

#### PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

#### ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	671

#### AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

### COUNSELING AND SUPPORT SERVICES

Wayne Ruble Middle School makes every effort to meet the academic, emotional, and physical needs of its students. 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.

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.

### CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

\*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
6th	21	23	21	60	45	59	46	38	45	17	25	14
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	20	21	23	24	19	18	19	19	23	6	8	3
Mathematics	23	21	21	17	27	19	15	13	20	9	10	8
Science	29	29	28	5	4	27	8	13	13	16	14	13
Social Science	29	27	25	5	7	12	8	14	14	16	12	9

### DISTRICT REVENUE SOURCES

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 6,748
School: From Supplemental/Restricted Sources	\$ 1,269
School: From Basic/Unrestricted Sources	\$ 5,479
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-9.54 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-16.91 %

### TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

### SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 89,755
District	\$ 89,523
Percentage of Variation between School & District	0.26 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	5.14 %

### DISCIPLINE AND CLIMATE FOR LEARNING

Students at Wayne Ruble Middle School are guided by school rules and behavior expectations established by the Fontana Unified School District and that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision making.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are applied in the classroom; students who continue demonstrating poor conduct are referred to the assistant principal's office.

When administering consequences, the principal takes into consideration the referred student's past behavior trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Wayne Ruble Middle School experiences a very low incidence of suspensions and expulsions. Depending on the nature of the infraction, the principal may request a parent conference with designated school personnel and/or refer students to after-school detention or the after-school work program. Each morning after students settle into their first class of the day, the ASB students deliver a daily bulletin which helps set a positive tone for the rest of the day.

At the beginning of each school year, students are given a student handbook/planner which outlines school rules, safety policies, and behavior expectations. A student should use the handbook/planner to record assignments; parents may use the handbook/planner to communicate daily with their student's teachers to follow up on assignments and class performance.

During the first few weeks of school, the principal and assistant principal hold expectation assemblies to discuss district policies, school rules, and behavior expectations. Students are also reminded of policies and rules at the beginning of each trimester and as needed throughout the school year.

Every student has the opportunity to be recognized for outstanding academic efforts, coming to school on time every day, and demonstrating good citizenship.

All students have the opportunity to shine. "You Got Caught" tickets are handed out to students who go above and beyond. They are entered into a monthly raffle. Individual attendance efforts are commended at the end of every month. At the end of the semester, students are honored at awards assemblies for their outstanding academic accomplishments and maintaining good citizenship.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to attend the after-school Drama Club, Robotics Club, STEAM Club, CPR Classes, Dance Club, Book Club, Library Helpers Club, and Safe Sitter Classes. Wayne Ruble Middle School sponsors a competitive basketball program and offers intramural sports in volleyball, and soccer. Athletic programs emphasize teamwork and good sportsmanship so everyone can be a winner.