Fontana Unified School District
Alder Middle
2021-2022 School Accountability Report Card

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SCHOOL INFORMATION
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DISTRICT INFORMATION
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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:
I would like to welcome our new students, parents, and staff to the Alder Middle School family. I am excited to have the opportunity to be part of the journey with you and your student towards their future success. We have had great success in all facets of our school culture, including classroom instruction, teacher collaboration, student learning, athletics, parental involvement, and school connectedness. In addition, our school is and will continue to be committed to providing our students an exceptional academic program, athletic opportunities, and abundant extra-curricular activities.
I am confident that we will continue to collaborate to improve student learning and provide our kids with an exceptional Middle School experience. As always, I welcome feedback and suggestions for improvement from all stakeholders in an effort to better serve you. Please feel free to contact me or the Assistant Principal if you have any concerns or comments. I look forward to closing out this exceptional school year.

SCHOOL PROFILE
Alder Middle School runs on a modified traditional calendar. Highly qualified, experienced staff are dedicated to providing a safe, enjoyable atmosphere that promotes learning and is focused on meeting the individual learning needs of each student. Innovative strategies and proven research-based techniques are employed in staff training and lesson planning to improve individual and schoolwide performance in meeting state proficiency standards, particularly in language arts and math.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	47.1
Male	52.9
Non-Binary	
American Indian or Alaska Native	0.4
Asian	0.2
Black or African American	5.4
Filipino	0.3
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	0.2
White	4.6
Two or More Races	1.2
EL Students	28.1
Foster Youth	0.9
Homeless	5
Military	
Socioeconomically Disadvantaged	78.8
Migrant Education	
Students with Disabilities	12.3

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
6th	257
7th	363
8th	366
Total	986

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)	25.10	54.53	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)	6.90	14.98	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.46	19.70	1.15	12,115.80	4.41
Unknown	13.80	30.01	407.00	23.67	18,854.30	6.86
Total Teaching Positions	46.00	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)	38.60	80.71	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.30	11.07	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	2.97	31.90	1.82	11,953.10	4.28
Unknown	2.50	5.24	87.80	5.02	15,831.90	5.67
Total Teaching Positions	47.80	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	6.90	5.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.90	5.30

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80
Local Assignment Options	0.20	0.60
Total Out-of-Field Teachers	0.20	1.40

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)	15.10	12.20
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:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	RM 525: 4. CARPET HAS WAVES/ TRIP HAZARD. P- 837: 4. CARPET IS TORN AND WORN AT DOOR ENTRY. RM 821: 4. CARPET IS WORN. RM 932, RM 933: 4. CARPET IS WORN AND STAINED. KITCHEN: 4. CEILING TILES ARE LOOSE IN FOOD LINE. RM 929, RM 938, RM 939: 4. FLOOR TILES ARE CRACKED AT ENTRY. P- 827, P- 828, P- 832, P- 838, P- 841, P-840, RM 629, RM 630, RM 936: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	ADMIN BLDG: 11. PAINT IS CHIPPING ON BENCHES AT WALKWAY. RM 935: 11. PAINT IS CHIPPING ON CEILING AT ENTRY. ASB RM, CAFETERIA, KITCHEN: 11. PAINT IS CHIPPING ON DOOR. GYMNASIUM: 11. PAINT IS CHIPPING ON DOUBLE DOORS.
STRUCTURAL: Structural Damage, Roofs	Good	P- 834: 12. DRY ROT ON SIDING. P- 829, P- 830, P- 835: 12. DRY ROT ON TRIM.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OFC: 14. TRIP HAZARD CEMENT IS CRACKED AND LIFTED AT WALKWAY BY DRINKING FOUNTAIN.

SCHOOL FACILITIES
Age and Condition of Facilities
Alder Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1960, the school sits on 22.25 acres and includes a library, 45 permanent classrooms, 16 portable classrooms, three computer labs, a gym, two staff lounges, four teacher workrooms, a Parent Center, and a cafeteria/multipurpose room.

Campus Supervision
Student safety is taken very seriously at Alder Middle School. Breakfast is served in the cafeteria before school and monitored by three noon duty aides. When students arrive in the morning and depart in the afternoons, students are met at the gate by the principal and assistant principal. Supervision is provided by 10 teachers stationed at strategic locations on campus, two district security officers patrolling the patio areas, and school administrators circulating around the campus. During lunch, the principal, assistant principal, two counselors, the district security officer, two noon duty aides, and a Fontana Police Resource Officer share supervision of student activities in the cafeteria and in common gathering areas.
A closed-circuit surveillance camera system is in place throughout the school's to increase visibility and security of exterior areas of the campus.
Alder Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Maintenance
School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. 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 Alder Middle School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and one campus security officer inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds.
After the start of each class period, restrooms are checked for tardy students as well as cleanliness by the campus security officers, the custodian, and administrators. The custodian cleans and restocks restrooms as needed throughout the day. The principal, assistant principal, campus security officers, and custodians communicate daily through hand-held radios to address campus maintenance and safety issues. Daily housekeeping and cleaning takes place in the evening. When students and staff are on 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 administrator-approved work orders to the district's maintenance department. The department then identifies the scope of each project and assigns projects to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are called in directly to the maintenance department and typically resolved immediately by either school custodians or district maintenance specialists.

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
	Grades: 6th-8th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice / Adoption: 2017	Yes (State)	0
Foreign Language	N/A	N/A	N/A
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)	28	34	47
Mathematics (Grades 3-8 and 11)	16	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	973	948	97.43	2.57	28.47
Male	509	492	96.66	3.34	24.90
Female	464	456	98.28	1.72	32.31
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	51	47	92.16	7.84	15.22
Filipino	--	--	--	--	--
Hispanic or Latino	852	834	97.89	2.11	29.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	42	100.00	0.00	19.51
Two or More Races	15	13	86.67	13.33	30.77
EL Students	266	255	95.86	4.14	9.02
Foster Youth	--	--	--	--	--
Homeless	42	42	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	753	737	97.88	2.12	26.84
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	109	106	97.25	2.75	3.77

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	972	941	96.81	3.19	15.87
Male	509	490	96.27	3.73	15.95
Female	463	451	97.41	2.59	15.78
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	51	48	94.12	5.88	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	851	826	97.06	2.94	16.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	41	97.62	2.38	14.63
Two or More Races	15	14	93.33	6.67	21.43
EL Students	266	257	96.62	3.38	3.92
Foster Youth	--	--	--	--	--
Homeless	42	41	97.62	2.38	12.20
Military	--	--	--	--	--
Socioeconomically Disadvantaged	753	728	96.68	3.32	14.74
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	109	102	93.58	6.42	1.98

Assessment Results by Student Group - Science

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	362	360	99.45	0.55	10.89
Male	191	190	99.48	0.52	13.83
Female	171	170	99.42	0.58	7.65
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	13	13	100.00	0.00	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	325	324	99.69	0.31	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00	0.00	7.69
Two or More Races	--	--	--	--	--
EL Students	101	100	99.01	0.99	1.00
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	275	274	99.64	0.36	9.93
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	34	34	100.00	0.00	0.00

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	99	99	99	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	1,142	1,040	432	41.5
Female	541	496	204	41.1
Male	601	544	228	41.9
Non-Binary				
American Indian or Alaska Native	5	4	2	50
Asian	4	3	0	0
Black or African American	69	57	36	63.2
Filipino	4	4	0	0
Hispanic or Latino	993	909	368	40.5
Native Hawaiian or Pacific Islander	3	2	0	0
White	49	47	19	40.4
Two or More Races	15	14	7	50
EL Students	344	308	122	39.6
Foster Youth	13	13	1	7.7
Homeless	61	60	28	46.7
Military				
Socioeconomically Disadvantaged	891	821	358	43.6
Migrant Education	0	0	0	0
Students with Disabilities	145	128	73	57

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 Alder Middle School's learning community. Parents may volunteer to work in the classroom, help with fundraising efforts, or chaperone field trips, after-school activities, school clubs and intramural sports programs. Parent conferences and school events such as Back-to-School Night and Student Orientation (incoming 6th grade students) provide opportunities for parents to interact with teaching staff and support their child's academic efforts.

The School Site Council, English Learner Advisory Council, GATE Advisory Council, District English Language Advisory Council, Superintendent's Advisory Council, and District Advisory Council provide opportunities for parents to have input on curricular programs and school activities.

Alder Middle School sponsors monthly parent education activities in the form of Parent Institute classes supply parents with the tools to support the learning process at home. The City of Fontana hosts parent education classes and workshops on campus; topics address a wide range of areas including resume writing, computer training, parenting skills, and financial planning.

School-to-home communication is provided in both English and Spanish. Letters are occasionally mailed to students' homes notifying parents of important information. Newsletters are published as needed each semester.

Parents may visit the school website (https://www.fusd.net/alder). Blackboard Connect 5 is an Internet-based telephone messaging system that forwards personalized messages from the school to each student's home.

Alder Middle School's community liaison and community aide are available to students' families who need assistance obtaining services to support a healthy lifestyle and fulfill basic needs. The community liaison connects families with community agencies which provide food, clothing, social services, medical services, and dental services.

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	2.99	0	6.65	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	6.65	0
Female	4.44	0
Male	8.65	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	14.49	0
Filipino	0	0
Hispanic or Latino	5.94	0
Native Hawaiian or Pacific Islander	0	0
White	8.16	0
Two or More Races	13.33	0
EL Students	6.4	0
Foster Youth	23.08	0
Homeless	11.48	0
Military		
Socioeconomically Disadvantaged	6.96	0
Migrant Education	0	0
Students with Disabilities	8.97	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)	493

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	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.0

COUNSELING AND SUPPORT SERVICES

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

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Alder Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

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	17	19	15	52	46	66	32	21	28	7	15	6
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	21	22	22	17	16	18	21	18	18	3	5	7
Mathematics	24	25	23	14	13	15	11	13	15	12	12	7
Science	30	31	27	4	5	13	3	6	15	19	14	8
Social Science	30	27	26	4	7	6	6	12	14	16	9	8

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	$ 7,428
School: From Supplemental/Restricted Sources	$ 1,417
School: From Basic/Unrestricted Sources	$ 6,011
District: From Basic/Unrestricted Sources	$ 6,057
Percentage of Variation between School & District	-0.76 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	-8.84 %

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	$ 95,150
District	$ 89,523
Percentage of Variation between School & District	6.29 %
All Similar School Districts	$ 85,368
Percentage of Variation between School & State	11.46 %

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Alder Middle School are guided by district policies, school rules and behavior expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others.

The school has four school-wide expectations: Responsibility, Integrity, Safety, Excellence (RISE). The school has defined these expectations in all settings on campus. School staff explains and discusses the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making.

PBIS principles guide the school's discipline system. Disciplinary measures are initially applied in the classroom. Other Means of Correction are utilized in classroom before students are referred to the office for low level offences. When administering consequences, administrators take into consideration the referred student's past behavior trends and seriousness of infraction. Administrators and teachers expect students to learn from their mistakes and make good choices in conduct. Student discipline is always dealt with in a fair, firm, and consistent manner. Each student is given an agenda for recording assignments and calendaring important dates; parents may use the agenda to communicate regularly with their child's teachers regarding student progress.

Teachers discuss behavior expectations the first day of school within their classrooms. Throughout the year, students are reminded of their academic and behavior responsibilities through monthly lessons conducted in the classroom and on a one-on-one basis when needed.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Twice a year, students meeting specific grade point average or 0.5 improvement are recognized and invited to a Renaissance assembly. Students who earn at least a 3.5 GPA at the Semester will be invited to the academic awards night where they will receive an academic medal.

Students demonstrating our RISE expectations received tickets that can be redeem for prizes at our Student RISE Store. Prizes include: school supplies, toys, sports equipment, special lunch activities, etc. After-school programs and clubs feature fun activities that support individual interests and talents, promote fitness, and encourage academic enrichment.

Students are invited to join ASB (Associated Student Body), Renaissance Club, Yearbook, concert band, WEB (Where Everyone Belongs) as well as multiple clubs. There are weekly school spirit days to show our school spirit. Intramural sports programs emphasize teamwork and good sportsmanship; volleyball, basketball, and soccer are offered after school.