



Fontana Unified Wayne Ruble Middle

2024-2025 School Accountability Report Card



Published: January 2026

SCHOOL ADMINISTRATION

Kim Moyer
kimberly.moyer@fusd.net

SCHOOL INFORMATION

36677100102509
6762 Juniper Ave.
Fontana, CA 92336
(909) 357-5530
www.fusd.net

DISTRICT INFORMATION

Fontana Unified
9680 Citrus Ave.
Fontana, CA 92335
(909) 357-7600

BOARD OF EDUCATION

Angel Ramirez, President
Marcelino "Mars" Serna,
Vice President
Adam Perez, Member
Danielle Holley, Member
Mary Sandoval, Member
Ashley Suarez,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
miki.inbody@fusd.net
Leslie Barnes, Ed.D.
Associate Superintendent,
Business Services
Christopher Hollister, Ed.D.
Interim Associate Superintendent,
Teaching & Learning
Caroline Labonte
Interim Associate Superintendent,
Human Resources
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.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- 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>.

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

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 FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

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	
2024-25	Percentage
Female	48.00
Male	52.00
Non-Binary	
American Indian or Alaska Native	0.20
Asian	5.20
Black or African American	11.30
Filipino	3.70
Hispanic or Latino	71.60
Native Hawaiian or Pacific Islander	0.30
White	5.40
Two or More Races	2.30
EL Students	11.50
Foster Youth	0.60
Homeless	1.70
Military	
Socioeconomically Disadvantaged	77.50
Migrant Education	
Students with Disabilities	12.60

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
6th	475
7th	440
8th	479
Total	1394

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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 3, 2025, and adopted Resolution # 25-27 to certify 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.

2025-26 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

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						
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

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.10	89.62	1,564.80	90.61	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.60	1.01	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	2.70	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	2.46	35.40	2.05	11,746.90	4.23
Unknown	2.50	4.18	84.90	4.92	14,303.80	5.15
Total Teaching Positions	61.40	100.00	1,726.90	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	57.90	91.41	1,569.70	91.57	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	0.55	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	2.42	34.10	1.99	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	3.13	36.40	2.12	12,112.80	4.34
Unknown	1.90	3.01	64.60	3.77	13,705.80	4.91
Total Teaching Positions	63.30	100.00	1,714.30	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	1.30	1.60	1.50
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.30	1.60	1.50

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	1.10	1.50	1.90
Total Out-of-Field Teachers	1.10	1.50	1.90

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70	3.50	3.20
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	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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	03/26/2025
Data Collected:	March 2025
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	C-109: 2. AC IS NOT WORKING PROPERLY. G 103: 2. AC UNIT IS NOT WORKING PROPERLY (MUGGY IN ROOM). (Work orders submitted)
INTERIOR: Interior Surfaces	FAIR	P RM 6: 4. WATER STAIN CEILING. G 104: 4. WATER STAIN CEILING TILE CORNER OF ROOM AT ENTRY. C 102/ RSP, C 104, C 107, C-110, F 101/ WRK RM, G 106, H 101, H 103, H 105, MEDIA LAB, NURSE, P RM 1, P RM 4: 4. WATER STAIN CEILING TILES. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	FAIR	G 105, G 109: 7. CONDUIT END CAP IS MISSING. B 204, G 107, G 207, H 102, P RM 2: 7. ELECTRICAL CORDS ARE CRASHING A TRIP HAZARD. P RM 3, P RM 6: 7. ELECTRICAL CORDS ARE DAISY CHAINED. B 103, B 107, B 203, H 101, H 104: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. B 104: 7. ELECTRICAL COVER IS MISSING ON CONDUIT. C-109: 7. TWO LIGHT DIFFUSERS ARE MISSING. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	B 208: 10. AIR FRESHENER IS IN USE. G BLDG/ 1ST FLOOR STORAGE: 11. PAINT CHIPPING ON STAIRS AND RAILING. F BLDG/ STORAGE: 11. PAINT CHIPPING ON TRIM OF BUILDING. G 204: 11. PAINT CHIPPING STAIRS AND RAILING. B 105, G 104, H 101: 11. PLUG IN AIR FRESHENER IN USE. (Work orders submitted)
STRUCTURAL: Structural Damage, Roofs	GOOD	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	P RM 4: 15. DOOR DOES NOT CLOSE PROPERLY. (Work order submitted)

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, 62 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; three district security officers, teachers, and administrators who maintain a high profile in strategic locations to monitor student activities. During lunch, four school site aides, three district security officers, 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 grounds, 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.

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.https://caaspp-elpac.ets.org/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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	48	48	53	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	30	30	34	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	29	24	33	17	19	22	30	31	33

Assessment Results by Student Group - English Language Arts

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1410	1389	98.51	1.49	52.63
Male	728	720	98.90	1.10	49.58
Female	682	669	98.09	1.91	55.90
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	79	74	93.67	6.33	75.68
Black or African American	152	150	98.68	1.32	48.00
Filipino	52	52	100.00	0.00	86.54
Hispanic or Latino	1007	994	98.71	1.29	49.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	76	98.70	1.30	52.63
Two or More Races	36	36	100.00	0.00	55.56
EL Students	113	104	92.04	7.96	4.81
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	45.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1083	1072	98.98	1.02	48.50
Migrant Education	0	0	0	0	0
Students with Disabilities	186	182	97.85	2.15	11.60

Assessment Results by Student Group - Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1410	1384	98.16	1.84	34.35
Male	728	719	98.76	1.24	38.53
Female	682	665	97.51	2.49	29.82
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	79	76	96.20	3.80	60.53
Black or African American	--	--	--	--	--
Filipino	52	52	100.00	0.00	78.85
Hispanic or Latino	1007	987	98.01	1.99	30.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	77	100.00	0.00	40.26
Two or More Races	36	36	100.00	0.00	36.11
EL Students	113	106	93.81	6.19	3.77
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1083	1064	98.25	1.75	31.51
Migrant Education	0	0	0	0	0
Students with Disabilities	186	180	96.77	3.23	6.11

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	482	474	98.34	1.66	32.98
Male	263	259	98.48	1.52	39.15
Female	219	215	98.17	1.83	25.58
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	24	23	95.83	4.17	52.17
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	354	347	98.02	1.98	30.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	23	23	100.00	0.00	56.52
Two or More Races	12	12	100.00	0.00	33.33
EL Students	37	34	91.89	8.11	2.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	366	98.92	1.08	29.23
Migrant Education	0	0	0	0	0
Students with Disabilities	58	55	94.83	5.17	5.45

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

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/>.

2024-25 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	99

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)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1478	1448	262	18.1
Female	705	697	131	18.8
Male	773	751	131	17.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	81	81	9	11.1
Black or African American	173	167	23	13.8
Filipino	53	52	3	5.8
Hispanic or Latino	1048	1029	205	19.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	77	13	16.9
Two or More Races	35	35	9	25.7
EL Students	192	186	34	18.3
Foster Youth	15	14	4	28.6
Homeless	28	27	8	29.6
Military	--	--	--	--
Socioeconomically Disadvantaged	1138	1115	226	20.3
Migrant Education	--	--	--	--
Students with Disabilities	198	193	46	23.8

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 Workshops are held throughout the school year. Parents are provided with training on such topics as: Bullying, Cyber Safety, Conflict Resolution, and Volunteering. Morning with the Principal are also held quarterly 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.

ParentSquare 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).

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 December 2025. 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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	4.37	3.96	3.38	0.00	0.00	0.00
District	3.80	2.38	2.32	0.03	0.01	0.05
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	3.38	0.00
Female	2.27	0.00
Male	4.40	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.23	0.00
Black or African American	8.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.23	0.00
Two or More Races	5.71	0.00
EL Students	5.73	0.00
Foster Youth	26.67	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	3.69	0.00
Migrant Education	0.00	0.00
Students with Disabilities	3.54	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	465

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	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
Other	

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		
	23	24	25	23	24	25	23	24	25	23	24	25
6th	22	19	22	53	57	51	36	64	61	32	10	14
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	20	22	21	24	20	23	20	24	23	6	6	3
Mathematics	19	21	20	30	28	26	15	21	25	7	6	1
Science	25	22	25	8	15	9	18	20	19	9	7	8
Social Science	25	24	25	10	12	9	14	10	20	11	17	7

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.

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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 8,491.03
School: From Supplemental/Restricted Sources	\$ 1,483.64
School: From Basic/Unrestricted Sources	\$ 7,007.39
District: From Basic/Unrestricted Sources	\$ 7,763.42
Percentage of Variation between School & District	-9.74 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-37.13 %

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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 60,862.67
Mid-Range Teachers	\$ 91,736.00	\$ 93,575.04
Highest Teachers	\$ 124,609.00	\$ 125,548.29
Elementary School Principals	\$ 146,310.00	\$ 157,644.72
Middle School Principals	\$ 151,473.00	\$ 165,340.66
High School Principals	\$ 170,605.00	\$ 182,579.89
Superintendent	\$ 314,904.00	\$ 357,064.20
Teacher Salaries	30.67 %	30.36 %
Administrative Salaries	4.28 %	4.88 %

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.

2023-24 Average Teacher Salary	
School	\$ 100,879.32
District	\$ 100,077.00
Percentage of Variation between School & District	0.80 %
All Similar School Districts	\$ 100,333.00
Percentage of Variation between School & State	0.54 %

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			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	3

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 complete 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.

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.

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. PBIS cards are filled out for students who go above and beyond. They are entered into a weekly 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, dance club, gardening club, and art club 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.