

TRUMAN MIDDLE SCHOOL

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2006-07 SCHOOL ACCOUNTABILITY REPORT CARD

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Contents

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

The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired October 2007 and school facilities information was acquired in November 2007.

Principal's Message

Truman Middle School is pleased to provide you an opportunity to review our School Accountability Report Card. This comprehensive annual report is designed to provide the community with valuable information about Truman's instructional programs, student achievements, curriculum implementation, facilities, safety, and quality staff in accordance with Proposition 98.

Our staff is dedicated to the success of all students through adherence to Fontana Unified School District's Goals for student achievement. Our staff, students, and parents meet monthly to review existing programs which adhere to our Single Plan for Student Achievement. Through these efforts, we have designed a learning environment which promotes high academic standards for all students to meet the challenges of the twenty-first century.

School Mission

In an effort to improve our academic program, Truman Middle School has embarked on a journey to become a Professional Learning Community. As a result, staff and leadership teams are focusing instruction on best practices leading to higher levels of learning for all students. In light of this, a new mission has been created which reflects this philosophy:

...Together, we ensure all students will learn.

Parent Involvement

Parents are encouraged to get involved in Truman Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to work in the classroom, the library, or school office. Each year, events such as Open House, the school carnival, History Day, Egypt Day, Parent Institute, and school Olympics provide opportunities for parents to support their child's interests and academic efforts. The School Site Council and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities. Truman Middle School's COS Team (Coordination of Services) comprised of parents and community members meets once a week and works together to locate available resources to meet academic, personal, and/or social development needs of the school's students and their families.

School-to-home communication, in both English and Spanish takes place through the school newsletter which is sent home each month and features articles about major events, special and regular events, a recap of the prior month's events, student of the month and a parent information sector which is helpful hints regarding student academics and behavior. Teachers issue class newsletters at the beginning, at the end, and as needed throughout the school year, sharing valuable information about class lessons and activities. ConnectEd is an Internet-based telephone

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

messaging system that forwards personalized messages from school staff to each student's home. At the start of each year, the school issues a calendar of events and activities. The school marquee and school web site are kept up-to-date with current events and announcements. Parents seeking more information about volunteering their time to the school community may contact the principal at (909) 357-5190.

School Profile

Truman Middle School is a single-track, year-round school serving 1,221 students in sixth, seventh, and eighth. Sixth grade students share the same teachers for core content classes; seventh and eighth grade students are grouped into teams; each team shares the same teachers for language arts, math, science, and social science courses. The "team structure" enables teachers to collaborate effectively on individual student progress and creates a sense of community for the students. Truman Middle School employs a uniform policy to help students increase their focus on academics and maintain a positive learning environment. Through SB65 Pupil Motivation and Maintenance Program Grant funding, Truman Middle School provides qualified support staff to create an environment that focuses on early identification/early intervention of struggling students, fosters a caring and nurturing learning environment, involves parents and community in the academic process, and sets high standards of staff and students in achievement, attendance, and attitude in expecting student success.

Percentage of Students by Ethnicity 2006-07 Enrollment: 1,221

African-Amer.	4.8%
Amer. Indian or Alaskan Native	0.5%
Caucasian	6.5%
Asian	1.1%
Filipino	0.2%
Hispanic or Latino	86.6%
Pacific Islander	0.3%

Student Achievement

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

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Truman Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Truman Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Blank areas in the adjacent tables indicate that

no students were tested in the student group and subject area. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

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

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

Physical Fitness

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

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Truman			FUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Reading	32	31	31	27	28	28	41	42	42
Math	37	37	38	41	39	42	52	53	53

Only third and seventh grade students took the CAT/6 exam.

CAT/6 Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2006-07							
	Truman						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	27	*	*		30	*	42
Math	23	*	*		39	*	42

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

In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results Other Numerically Significant Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2006-07						
	Truman		English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
	Male	Female				
Reading	27	36	11	30	6	*
Math	42	33	19	37	6	*

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Truman			FUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	24	24	27	25	28	30	40	42	43
Math	18	21	21	26	27	27	38	40	40
Science		24	19	11	18	23	27	35	38
History	15	18	18	18	17	17	32	33	33

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

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2006-07**

	Truman						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	31	*	*		26	*	41
Math	15	*	*		20	*	27
Science	21	*	*		18		30
History	22	*	*		18		21

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

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2006-07**

	Truman					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	25	30	10	27	2	*
Math	22	19	9	20	2	*
Science	18	20	3	19	2	
History	19	17	5	19	0	

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2007 API Score	API Rank		
		2004	2005	2006
Statewide Rank		5	4	3
Similar Schools Rank		9	9	7
Results	2007 API Score	Increase/Decrease in API		
Schoolwide - All Students	670	8	-13	3
Ethnic Subgroups				
African-Amer.				
Hispanic or Latino	669	12	-15	6
Other Subgroups				
Economically Disadvantaged	666	17	-9	4
English Learners	647	*	-2	1
Students with Disabilities	468	*	-3	-20

**A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets were reported.*

Upon completion of the 2006-07 fitness exam, 13.4% of seventh grade students tested were in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

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

Adequate Yearly Progress (AYP)

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

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2006-07**

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Truman	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	Yes
API	Yes	Yes
Increase API by one point		
Graduation Rate	N/A	No

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates the school's progress in meeting 2006-07 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, Truman Middle School did not participate in the Title I program.

Title I Program Improvement (PI) Status

	Truman	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2007-2008
Year in PI	N/A	Year 1
No. of Schools Currently in PI		5
Percent of Schools Currently Identified for PI		11.9%

The statistical information in this table reflects the PI status during the 2007-08 school year.

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

School Facilities & Safety

Truman Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1996; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. Classrooms are divided into two "villages; each village has common areas designated for computer lab activities, instruction, and large group activities.

Campus Description	
Year Built	1996
Acreage	20 ac
Square Footage	92,709 sf
	Qty.
# of Permanent Classrooms	45
# of Portable Classrooms	3
# of Restrooms (student use)	4 sets
Music Room	1
Library	1
Computer Lab	1
Mini Computer Lab	1
Gymnasium	1
Fitness Lab*	1
Staff Lunch Room	1
Cafeteria with large outdoor shelter	1
Multipurpose Room/Performing Arts Shelter	1

*Mini class with various weight lifting and fitness equipment

2006-07 Campus Improvement Projects:

- Repainted hallways
- Cleared excess brush
- Refurbished gym floor

2007-08 Campus Improvement Projects:

- Recalibrate exterior lights
- Replace sod in sports fields

Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. One full-time probation officer and one full-time Fontana City Police Officer are on campus to assist administrators with severe discipline issues, family disputes, and legal issues.

Teachers and administrators greet students every morning as they enter the campus through a single entrance gate. Two campus security officers, teachers, and administrators patrol the remainder of the campus in the mornings to monitor student activities. During lunch, two campus security officers, teachers and the school administrators are present in the cafeteria and in common areas of the campus to supervise students. When students are dismissed for the day, teachers, campus security officers and the administrators monitor designated areas of the campus to ensure students leave in a safe and orderly manner. Truman Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in October 2007. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: March 3, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Rooms A40, P3: Replace stained ceiling tiles.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			Rooms B5, B10, B32: Inspect fire extinguisher and replace missing tag.
Electrical (interior and exterior)	✓			Stage: Replace missing cover plate on outlet on stairs. Staff Restrooms Men: Repair electric hand dryer.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms A40, P3: Check for roof leaks.
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession 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 who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. All requests for major projects are reviewed by the principal before submission to maintenance & operations. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian (senior custodian) and four full-time evening custodians are assigned to Truman 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 a minimum of four times throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Truman Middle School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c) (1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on June 4, 2007. During the 2006-07 school year, all restrooms were fully operational and available for students to use at all times.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, Truman Middle School received \$23,050.30 in deferred maintenance funds for electrical systems, HVAC upgrades, and campus painting projects.

Classroom Environment

Discipline & Climate for Learning

Students at Truman Middle School are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Truman Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students learn to make good choices through practical application and earning special privileges through demonstrating good behavior. A progressive discipline approach is taken when students continue having trouble following school rules. Classroom teachers review and discuss school rules, behavioral expectations, and consequences for poor behavior with students at the beginning of the school year. Schoolwide assemblies are held during the first trimester to share information and discuss current trends in student behavior. Each student is provided a student handbook which contains the school conduct code along with academic, behavioral, and safety policies. Each student is also provided with an agenda/planner for recording assignments and calendaring important dates as well as serving as a communications tool between parents and teachers. Throughout the year, students are reminded of their academic and behavioral responsibilities each trimester at schoolwide assemblies.

Suspensions & Expulsions			
	Truman		
	04-05	05-06	06-07
Suspensions (#)	432	329	409
Suspensions (%)	34.73%	27.42%	33.50%
Expulsions (#)	14	6	14
Expulsions (%)	1.13%	0.50%	1.15%
FUSD Middle Schools			
	04-05	05-06	06-07
Suspensions (#)	2662	2160	2297
Suspensions (%)	26.43%	21.54%	23.42%
Expulsions (#)	85	75	75
Expulsions (%)	0.84%	0.75%	0.76%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Once a week, teachers select two students from each grade level to be recognized as Student of the Week; students receive a special certificate. Two students from each grade level are selected each month by teachers for Student of the Month; students are invited to have lunch with the principal. The names of those students selected for daily, weekly, or monthly recognition are announced over the intercom system each morning. Students earning a 3.0 or higher grade point average receive free admission to the Honors Dance held once a trimester. Academic achievements are honored each trimester, and students earning perfect attendance are awarded certificates at the end of each semester.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment such as the Karate Club and the Drama Club. Students are invited to attend the after-school Rocket Club and join the basketball and soccer teams.

Instructional Time

During the 2006-07 school year, all instructional time offered at Truman Middle School exceeded state requirements. For the 2006-07 school year, Truman Middle School offered 180 days of instruction comprised of 142 regular days and 38 minimum days. Truman Middle School utilizes minimum days for staff development, department meetings, grade level meetings, staff meetings, and parent conferences.

All instructional minutes offered at Truman Middle School during the 2006-07 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Truman Middle School offered a total of 61,660 minutes of instruction for the 2006-07 school year for all grade levels.

Class Size & Teaching Load

Truman Middle School maintained a schoolwide average class size of 30.9 students for the 2006-07 school year. The adjacent table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.0	12	39	19
Math	29.2	3	25	13
Science	30.7	3	20	17
Social Science	31.0	1	19	19
2005-06				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.9	12	52	6
Math	29.1	4	26	10
Science	30.3	3	24	12
Social Science	30.8	2	23	13
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.5	16	32	17
Math	29.1	6	18	16
Science	32.3	2	11	25
Social Science	32.1	1	16	20

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Truman Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2006-07 school year, Truman Middle School held five staff development days that focused on:

- Data analysis to improve teaching and learning
- Effective Classroom Instruction and Management
- Ruby Payne's Understanding Learning
- Improving Learning through the Development of Professional Learning Communities

Staff Development Days Three-Year Trend		
2004-05	2005-06	2006-07
3	3	5*

* 1 full-day and four half-days

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

School Leadership

Truman Middle School's principal works closely with two assistant principals and the leadership team to lead the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations; however, many of the tasks and decision-making associated with running a middle school are shared with the assistant principals: Tammy Stringer and Joel Avina. Curricular issues are divided among the three administrators. Each of the assistant principals is assigned to and oversees student discipline of a student "village".

Mr. Paul Pagano has been principal of Truman Middle School for the past four years. Prior to joining Fontana Unified School District, Mr. Pagano served the Monrovia School District for 24 years as a teacher, counselor, and administrator at various schools. Principal Pagano is in the process of completing his doctorate in organizational leadership, and currently holds a master's degree in clinical psychology and school counseling, a bachelor's degree in political science, and has attained his Tier I and Tier II administrative credentials.

Supporting the principal in the decision-making process is the School Leadership Team, comprised of the principal, assistant principals, department and grade level leaders, and two counselors. The Leadership Team meets once a month to address policy changes, issues that effect student learning,

and staff development needs. Department and grade level leaders service as a liaison between administration and teaching staff.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 19, 2007, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 07-55 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

Library Resources

The school library is staffed by a full-time library technician and is open to students during school hours and two hours after school. The library features over 12,500 titles in English and about 10% of library books are available in Spanish. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Twelve Internet-accessible

computers are available for online research, special projects, and word processing. Students visit the library with their class based upon class lesson plans; students may visit the library on their own before school, during lunch, and after school.

Technology Resources

During the 2006-07 school year, Truman Middle School had a total of 215 computers. Language arts classes and math classes each have four computers; social science and science classes each have one computer for classroom use. One computer lab is equipped with 30 computer workstations and is used for whole class math and reading intervention classes/electives. A second stationary computer lab is equipped with 10 workstations and 24 listening stations to support Truman Middle School's Read180 program/elective. Teachers have access to two mobile mini labs equipped with 20 laptops each; teachers determine strategies to integrate mobile lab resources into math, language arts, social science, and science coursework. Each teacher has a laptop, document camera, and LCD projector to use as supplemental instructional tools to integrate technology into the curriculum. Teachers access Discovery Education streaming, a web-based educational digital video library, for visual references to create more powerful, engaging curriculum.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Truman Middle School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by four special day class teachers, each with an aide, who provide full-day instruction in four Special Day classes. Two specialists for orthopedically impaired and severely handicapped are available for in-class support. Three resource specialist teachers and three resource specialist aides provide small group and individualized instruction in the general education classroom and in the resource

District Adopted Textbooks (Grades 6-8)		
Publisher	Grades	Year Adopted
Language Arts		
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	2003
Hampton Brown; <i>High Point</i>	6-8	2003
Math		
McDougal Littell; <i>Concepts and Skills</i>	6	2002
Prentice Hall; <i>Pre-Algebra I</i>	7-8	2002
Prentice Hall; <i>Algebra I</i>	7-8	2002
McDougal Littell; <i>Geometry</i>	7-8	2002
Science		
Houghton Mifflin; <i>California Science</i>	6	2007
Prentice Hall; <i>Focus on Life Science</i>	7	2007
Prentice Hall; <i>Focus on Physical Science</i>	8	2007
Social Science		
Holt, Rinehart, Winston; <i>Ancient Civilizations</i>	6	2006
Holt, Rinehart, Winston; <i>Medieval to Early Modern Times</i>	7	2006
Holt, Rinehart, Winston; <i>U.S. History Independence to 1914</i>	8	2006

room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Level 1 and 2 English learners receive instruction in a self-contained classroom. Levels 3-5 are enrolled in an English Language Development (ELD) Class (replacing an elective course) which supplements regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Two bilingual aides provide in-class support and instruction, collaborating with the EL students' teachers to ensure individual learning needs are met. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Truman Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students who qualify for the Gifted and Talented Education (GATE) program through district testing are placed in designated classes to receive accelerated, challenging instruction. Some GATE students participate in the AVID (Advancement via Individual Determination) classes for honors-level instruction.

Truman Middle School's Advancement Via Individual Determination (AVID) is an elective class that prepares students for college eligibility and success. The program targets minorities, students who are academically "in the middle", socioeconomically disadvantaged, and students from rural communities, and others that lack the "college-going" tradition in their families. All students are welcome to participate in this class that offers honors classes, focuses on note taking skills and organizational skills, and emphasizes math and reading skills/strategies.

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

- Language!: Supplemental during-school intervention for students scoring Far Below Basis or Below Basis on state and district assessments. Instruction is focused on increasing reading proficiency skills to meet state standards.
- Accelerated Reader/Accelerated Math: computer-based diagnostic assessment which monitors individual abilities and proficiency in language arts and math.
- Silent Sustained Reading (SSR): All students during second period class spent 20 minutes each day reading. Students are assessed on reading skills and fluency during language arts instruction.
- Riverdeep: a standards-based computer-based supplemental reading intervention program designed to provide individualized instruction to meet the learning needs of each student.

- Off-track Intersession: students receive four hours of instruction five days a week over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons.

- ELAP (English Language Acquisition Program): after-school language acquisition program for English Learners. Instruction is provided four days a week for one to two hours a day, depending on a student's individual needs.

- Read 180: core language arts program for students who are struggling with reading based upon CST results. Certificated staff utilize the software based program to facilitate customized lessons delivered at each student's individual learning level and ability.

Professional Staff

Teacher Assignment

For the 2006-07 school year, Truman Middle School had 45 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent teachers are evaluated every other year. Evaluations are conducted by administrators who have

been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, may be required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

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

	Teacher Credentials & Assignments							
	Truman				FUSD			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Total Teachers	52	51	50		1911	1823	1885	
Teachers with Full Credential	47	49	45		1771	1723	1802	
Teachers without Full Credential	5	2	5		140	100	83	
Teachers in Alternative Routes to Certification	4	3	5		168	91	72	
Pre-Internship	2	0	0		9	0	0	
Teachers with Emergency Permits	1	0	1		34	33	19	
Teachers with Waivers	1	0	0		2	0	1	
Teachers Teaching Outside Subject Area	8	4	1		60	34	33	
Teacher Misassignments - Total	11	19	6	2	73	392	270	102
Other Misassignments of Certificated Staff	1	4	0	1	15	13	0	35
Teacher Misassignments for English Learners	10	15	6	1	58	379	270	67
Teacher Vacancies	0	0	0	1	0	4	0	2

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2006-07	
Truman	100.0	0.0
District Totals		
All Schools	100.0	0.0
High-Poverty Sch.	100.0	0.0
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels	
	2006-07	
	Truman %	FUSD %
Doctorate	2.0	1.4
Master's Degree plus 30 or more semester hours	38.0	36.3
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	54.0	50.7
Bachelor's Degree	6.0	9.8
Less than a Bachelor's Degree	0.0	1.4

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. Truman 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.

Counselors & Support Personnel
(Nonteaching Professional Staff)
2006-07

	No. of Staff	FTE
Counselor	2	2.0
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH	1	0.2
LSH Aide	1	0.5

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:610

LSH = Language/Speech/Hearing

Substitute Teachers

During the 2006-07 school year, the district had a pool of over 550 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, Truman Middle School has difficulty in obtaining qualified substitute teachers from the district's pool. Truman Middle School's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, Truman Middle School's teachers coordinate efforts to cover the absent teachers class during their prep periods.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2005-06 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2005-06		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$37,926	\$38,937
Mid-Range Teacher Salary	\$63,814	\$61,080
Highest Teacher Salary	\$80,657	\$76,443
Average Principal Salaries:		
Elementary School	\$106,891	\$99,694
Middle School	\$102,033	\$103,687
High School	\$115,157	\$112,983
Superintendent Salary	\$199,168	\$195,054
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.0 %	40.1 %
Administrative Salaries	5.0 %	5.4 %

Expenditures Per Student

For the 2005-06 school year, Fontana Unified School District spent an average of \$7,268 of total general funds to educate each student (based on 2005-06 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2005-06					
Expenditures Per Pupil	Dollars Spent per Student				
	Truman	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,360	\$7,516	71.3%	N/A	N/A
Restricted (Supplemental)	\$1,156	\$2,456	47.1%	N/A	N/A
Unrestricted (Basic)	\$4,205	\$5,060	83.1%	\$4,943	85.1%
Average Teacher Salary	\$59,955	\$60,310	99.4%	\$60,032	99.9%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received \$2,257 per ADA of categorical, special education, and support program funds for:

- 21st Century
- Class Size Reduction
- Comprehensive School Reform
- Early Intervention
- Dropout Prevention
- Gifted & Talented Education
- High Priority Schools
- Instructional Materials
- Parent Education
- Peer Assistance & Review
- Reading First
- School Improvement
- School Safety
- Smaller Learning Communities
- Special Education
- Staff Development
- State & Federal Preschool
- Supplemental Technology
- Tenth Grade Counseling
- Title I, III, & V
- Tobacco Use Prevention
- Career & Vocational Education