

# TRUMAN MIDDLE SCHOOL

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## 2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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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 August 2008 and school facilities information was acquired in September 2008.

### 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 become 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, Science Fair, 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 COST Team (Coordination

### 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.

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. Parents seeking more information about volunteering their time to the school community may contact the principal at (909) 357-5190.

School-to-home communication is provided in both English and Spanish and 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 as needed throughout the school year, sharing valuable information about class lessons and activities. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The school website features a calendar of events and activities. The school marquee and school web site are kept up-to-date with current events and announcements.

## School Profile

Truman Middle School is a single-track, year-round school serving 1,242 students in sixth, seventh, and eighth. including 11.5% in special education, 35.8% qualifying for English learner support, and 75.4% qualifying for free or reduced price lunch..

### Percentage of Students by Ethnicity 2007-08 Enrollment: 1,242

African-Amer.	3.9%
Amer. Indian or Alaskan Native	0.5%
Caucasian	5.3%
Asian	1.2%
Filipino	0.2%
Hispanic or Latino	88.1%
Pacific Islander	0.5%
Multiple or No Response	0.3%

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.

## 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 a

series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <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 (page 3) 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."

Upon completion of the 2007-08 fitness exam, 12.7% 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

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

	Truman			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	24	27	35	28	30	34	42	43	46
Math	21	21	25	27	27	30	40	40	43
Science	24	19	24	18	23	31	35	38	46
History	18	18	18	17	17	19	33	33	36

*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  
2007-08**

	Truman						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	31	*	38	*	33	*	50
Math	20	*	62	*	24	*	35
Science	20	*	*	*	25	*	27
History	15	*	*	*	18	*	20

*\*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  
2007-08**

	Truman					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	30	38	8	32		
Math	27	22	7	24		
Science	26	23	4	23		
History	22	14	3	17		

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

	API Rank		
	2005	2006	2007
Statewide Rank	4	3	3
Similar Schools Rank	9	7	7

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	693	-13	3	23
Ethnic Subgroups				
Hispanic or Latino	690	-15	6	21
Other Subgroups				
Economically Disadvantaged	684	-9	4	18
English Learners	666	-2	1	19
Students with Disabilities	506	-3	-20	22

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:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.

**Adequate Yearly Progress (AYP)  
Results Reported by Indicator and  
Compared to District Performance  
2007-08**

Did the school and district meet or exceed 2008 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	No
API	Yes	Yes
Graduation Rate	N/A	Yes

- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.

- Each high school must have a graduation rate of 83% 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 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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 2007-08, Truman Middle School qualified for Schoolwide Title I funding and is therefore required to comply with program requirements.

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/](http://www.cde.ca.gov/ta/ay/).

#### Title I Program Improvement (PI) Status

	Truman	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1 %

*The statistical information in this table reflects the PI status during the 2008-09 school year.*

## 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.

2007-08 Campus Improvement Projects:

- Recalibrated exterior lights
- Replaced sod in sports fields
- Installed a school marquee
- Installed a 27 ft. projector screen in the gymnasium
- Repainted the exterior fascia of campus buildings
- Addition of new plants around campus
- Addition of cement in some areas of the campus as part of the Beautification Project

Campus Description	
Year Built	1996
Acreage	20 ac
Square Footage	92,709 sf
	<b>Qty.</b>
# 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	2
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*

### Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. One full-time Fontana City Police Officer is 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, counselors, and administrators patrol the remainder of the campus in the mornings to monitor student activities. During lunch, two campus security officers, teachers, counselors, 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, staff, 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 current plan was reviewed, updated, and discussed with school staff in March 2008. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. 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 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 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.

## Classroom Environment

### Discipline & Climate for Learning

Students at Truman Middle School are guided by school rules and behavior 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, behavior expectations, and consequences for poor behavior with students at the beginning of the school year.

Suspensiones y expulsiones			
	Truman		
	05-06	06-07	07-08
Suspensiones (#)	235	256	164
Suspensiones (%)	19.58%	20.97%	13.41%
Expulsiones (#)	5	12	4
Expulsiones (%)	0.42%	0.98%	0.33%

  

	DEUF Escuelas intermedias		
	05-06	06-07	07-08
Suspensiones (#)	1573	1388	1576
Suspensiones (%)	16.49%	14.46%	16.73%
Expulsiones (#)	69	61	58
Expulsiones (%)	0.72%	0.64%	0.62%

*Esta tabla indica el total de casos (no de días) de suspensión y expulsión, e incluye a estudiantes con diferentes tipos de suspensiones. Por ejemplo un estudiante suspendido durante dos días en un mes y durante tres días al siguiente, se cuenta como dos casos de suspensión separados.*

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, behavior, 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 behavior responsibilities each trimester at schoolwide assemblies.

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

### District Inspection Results

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 March 3, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

Item Inspected	School Facility Good Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Most Recent Inspection:</b> <b>March 3, 2008</b>				
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
Overall Summary	✓			

#### 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.*

### San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 19, 2008. Results of the inspection and corrective action taken by the district are provided in the table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Boys' PE Locker Room	Restrooms	Low water pressure in sink	WO#66013 completed 9/9/08
Restroom 1 (boys) in B Village	Restrooms	High water pressure in sink	WO#66012 completed 9/9/08
Restroom 2 (girls) in B Village	Restrooms	High water pressure in sink	WO#66012 completed 9/9/08

### 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 2007-08 school year, Truman Middle School received \$13,766 in deferred maintenance funds which were used for flooring and plumbing improvements throughout the campus.

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 clubs and join the basketball, softball, and soccer teams.

### Class Size & Teaching Load

Truman Middle School maintained a schoolwide average class size of 28.2 students for the 2007-08 school year. The following 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

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		2005-06		
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				
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
2007-08				
English	26.2	18	35	17
Math	29.1	6	24	9
Science	35.2	3	19	22
Social Science	31.3	2	13	17

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content

#### Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
3	3	6

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 2007-08 school year, Truman Middle School held six staff development days that focused on:

- Data Analysis to Improve Teaching and Learning
- Effective Classroom Instruction and Management
- Team Building
- Improving Learning through the Development of Professional Learning Communities

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.

### 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 August 6, 2008, 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. 08-46 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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School

#### District Adopted Textbooks (Grades 6-8)

Publisher	Grades	Year Adopted
<b>Language Arts</b>		
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	2003
Hampton Brown; <i>High Point</i>	6-8	2003
<b>Math</b>		
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	2008
Holt; <i>California Mathematics Course 2 Pre-Algebra</i>	7	2008
Holt; <i>California Algebra 1</i>	8	2008
Holt; <i>California Algebra Readiness</i>	8	2008
Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i>	8	2008
<b>Science</b>		
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
<b>Social Science</b>		
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

District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

### Library Resources

The school library is staffed by a full-time library technician and is open to students during school hours and 90 minutes 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 2007-08 school year, Truman Middle School had a total of 227 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 two 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 Read 180 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, LCD projector and multiple technologic whiteboards 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.

## Professional Staff

### 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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	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

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.

### Teacher Assignment

For the 2007-08 school year, Truman Middle School had 46 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".

In the table below, which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

	Teacher Credentials & Assignments							
	Truman				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	51	50	50		1823	1885	1869	
Teachers with Full Credential	49	45	46		1723	1802	1764	
Teachers without Full Credential	2	5	4		100	83	105	
Teachers in Alternative Routes to Certification	3	5	1		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	4		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	4	1	1		34	33	32	
Teacher Misassignments - Total	19	6	0	3	392	270	41	24
Other Misassignments of Certificated Staff	4	0	0	3	13	0	9	3
Teacher Misassignments for English Learners	15	6	0	0	379	270	32	21
Teacher Vacancies	0	0	1	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Truman	99.5	0.5
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels 2007-08	
	Truman %	FUSD %
	Doctorate	2.0
Master's Degree plus 30 or more semester hours	36.0	34.6
Master's Degree	2.0	1.1
Bachelor's Degree plus 30 or more semester hours	50.0	49.2
Bachelor's Degree	8.0	11.3
Less than a Bachelor's Degree	2.0	2.2

# 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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

## Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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 2006-07					
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	\$7,893	67.9%	N/A	N/A
Restricted (Supplemental)	\$1,230	\$2,383	51.6%	N/A	N/A
Unrestricted (Basic)	\$4,156	\$5,510	75.4%	\$5,300	78.4%
Average Teacher Salary	\$59,955	\$64,747	92.6%	\$65,008	92.2%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education

- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Truman Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Truman Middle School's SARC and access the internet at any of the county's public libraries. The closest library to Truman Middle School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335. Fontana Branch Library (909) 574-4500

Hours: Sunday 12-5  
Monday-Thursday 10-9  
Friday-Saturday 10-6

Number of computers available: 232  
Number of printers available: 4