

# TRUMAN MIDDLE SCHOOL



Grades 6-8  
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## 2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

### FONTANA UNIFIED SCHOOL DISTRICT

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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 October 9, 2009, and school facilities information was acquired on June 17, 2009.

### 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.

### School Profile

Truman Middle School is a single-track, year-round school serving 1,184 students in sixth, seventh, and eighth grade, which include 12.4% receiving in special education services, 37.2% qualifying for English learner support, and 81% enrolled in the free or reduced-price meal program.

### 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.

## Percentage of Students by Ethnicity 2008-09 Enrollment: 1,184

|                                |       |
|--------------------------------|-------|
| African-Amer.                  | 3.9%  |
| Amer. Indian or Alaskan Native | 0.3%  |
| Caucasian                      | 5.3%  |
| Asian                          | 0.7%  |
| Filipino                       | 0.4%  |
| Hispanic or Latino             | 88.4% |
| Pacific Islander               | 0.8%  |
| Multiple or No Response        | 0.2%  |

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 1) effectively collaborate in Professional Learning Communities and 2) create a sense of community for the students.

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.

## 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, Title I Advisory 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 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 News

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 section which offers helpful hints regarding student academics and behavior. Some 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.

## 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.

## 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.

## 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

## National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Truman Middle School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

*Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.*

| NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight |              |       |                   |       |      |
|--|--------------|-------|-------------------|-------|------|
|  | All Students |       | Achievement Level |       |      |
|  | Scale Score  |       | Basic             | Prof. | Adv. |
|  | Calif.       | Nat'l |                   |       |      |
| Reading  |              |       |                   |       |      |
| 4th Gr.  | 209          | 220   | 30                | 18    | 5    |
| 8th Gr.  | 251          | 261   | 41                | 20    | 2    |
| Math   |              |       |                   |       |      |
| 4th Gr.  | 232          | 239   | 72                | 30    | 5    |
| 8th Gr.  | 270          | 282   | 59                | 23    | 5    |

| NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight |                            |          |
|---|----------------------------|----------|
|   | Students with Disabilities |          |
|   | California                 | National |
| Reading   |                            |          |
| 4th Gr.   | 74.25                      | 65.60    |
| 8th Gr.   | 77.66                      | 65.60    |
| Math  |                            |          |
| 4th Gr.   | 79.00                      | 84.00    |
| 8th Gr.   | 85.00                      | 78.00    |
| English Learners  |                            |          |
|   | California                 | National |
| Reading   |                            |          |
| 4th Gr.   | 93.29                      | 80.00    |
| 8th Gr.   | 92.10                      | 77.30    |
| Math  |                            |          |
| 4th Gr.   | 96.00                      | 94.00    |
| 8th Gr.   | 96.00                      | 92.00    |

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.

### 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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

### 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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. 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>.

### 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,

| California Standards Test Results<br>All Students<br>Percentage of Students Scoring at Proficient & Advanced Levels |        |       |       |       |       |       |            |       |       |
|---|--------|-------|-------|-------|-------|-------|------------|-------|-------|
|   | Truman |       |       | FUSD  |       |       | California |       |       |
|   | 06-07  | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 | 06-07      | 07-08 | 08-09 |
| English-Language Arts   | 27     | 35    | 37    | 30    | 34    | 38    | 43         | 46    | 50    |
| Math  | 21     | 25    | 31    | 27    | 30    | 35    | 40         | 43    | 46    |
| Science   | 19     | 24    | 29    | 23    | 31    | 33    | 38         | 46    | 50    |
| History   | 18     | 18    | 28    | 17    | 19    | 25    | 33         | 36    | 41    |

*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<br>Percentage of Students Scoring at Proficient & Advanced Levels<br>2008-09 |               |                                |       |          |                    |                  |           |
|--|---------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
|  | Truman        |                                |       |          |                    |                  |           |
|  | African-Amer. | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| English-Language Arts  | 35            | *                              | *     | *        | 36                 | 18               | 44        |
| Math   | 27            | *                              | *     | *        | 31                 | 18               | 28        |
| Science  | 17            |                                | *     | *        | 29                 | *                | 41        |
| History  | 18            |                                | *     | *        | 28                 | *                | 33        |

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

| California Standards Test Results<br>Percentage of Students Scoring at Proficient & Advanced Levels<br>2008-09 |        |        |                  |                            |                            |                   |
|--|--------|--------|------------------|----------------------------|----------------------------|-------------------|
|  | Truman |        |                  |                            |                            |                   |
|  | Male   | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| English-Language Arts  | 34     | 39     | 14               | 36                         | 11                         |                   |
| Math   | 33     | 28     | 15               | 31                         | 11                         |                   |
| Science  | 34     | 24     | 14               | 28                         | 5                          |                   |
| History  | 33     | 23     | 12               | 27                         | 5                          |                   |

| Academic Performance Index (API)<br>Three-Year Performance Comparison |                |                          |         |         |
|---|----------------|--------------------------|---------|---------|
|   | 2009 API Score | API Rank                 |         |         |
|   |                | 2006                     | 2007    | 2008    |
| Statewide Rank  |                | 3                        | 3       | 3       |
| Similar Schools Rank  |                | 7                        | 7       | 8       |
| Results   | 2009 API Score | Increase/Decrease in API |         |         |
|   |                | 2006-07                  | 2007-08 | 2008-09 |
| Schoolwide - All Students   | 703            | 3                        | 23      | 6       |
| Ethnic Subgroups  |                |                          |         |         |
| Hispanic or Latino  | 700            | 6                        | 21      | 5       |
| Other Subgroups   |                |                          |         |         |
| Economically Disadvantaged  | 694            | 4                        | 18      | 5       |
| English Learners  | 670            | 1                        | 18      | -1      |
| Students with Disabilities  | 494            | -20                      | 22      |         |

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; 46% of elementary and middle school students must be proficient in language arts and 47.5% 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 650 or 1 point in growth.
- Each high school must have a graduation rate of 83.1% or show an increase in the graduation rate of 0.2% over a two-year period.

**Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09**

Did the school and district meet or exceed 2009 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     |        |      |
| English-Language Arts  | No     | No   |
| Math                   | No     | No   |
| API                    | Yes    | Yes  |

The AYP table in this report illustrates the school's progress in meeting 2008-09 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/).

**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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

| Physical Fitness Test<br>Percentage of Students Meeting<br>California Fitness Standards<br>2008-09 |                          |        |        |
|--|--------------------------|--------|--------|
| Grade Tested   | Number of Standards Met: |        |        |
|  | 4 of 6                   | 5 of 6 | 6 of 6 |
| Seventh  | 21.4                     | 23.7   | 21.7   |

**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 2008-09, Truman Middle School qualified for Schoolwide Title I funding and is therefore required to comply with program requirements.

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

|  | Truman  | FUSD      |
|--|---------|-----------|
| PI Status                                      | In PI   | In PI     |
| First Year of PI Implementation                | 2009-10 | 2008-2009 |
| Year in PI                                     | Year 1  | Year 2    |
| No. of Schools Currently in PI                 |         | 8         |
| Percent of Schools Currently Identified for PI |         | 18.2      |

*The statistical information in this table reflects the PI status during the 2009-10 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/](http://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

**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                              | 2           |
| Mini Computer Lab                         | 3           |
| 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*

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.

2008-09 Campus Improvement Projects:

- Repainted the exterior fascia of campus buildings
- Resurfaced/re-stripped asphalt areas
- Addition of new plants around campus
- Addition of cement in some areas of the campus as part of the Beautification Project

**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 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 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 2009. 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.

**Facilities Inspections**

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 April 20, 2009. During the 2008-09 school year, all restrooms were fully operational and available for students to use at all times.

| School Facility Good Repair Status              |               |      |      |
|---|---------------|------|------|
| Item Inspected                                  | Repair Status |      |      |
| Most Recent Inspection:<br>April 20, 2009       | Good          | Fair | Poor |
| Gas Leaks                                       | ✓             |      |      |
| Mechanical Systems                              | ✓             |      |      |
| Windows/Doors/Gates (interior and exterior)     | ✓             |      |      |
| Interior Surfaces (walls, floors, and ceilings) | ✓             |      |      |
| Hazardous Materials (interior and exterior)     | ✓             |      |      |
| Structural Damage                               | ✓             |      |      |
| Fire Safety                                     | ✓             |      |      |
| Electrical (interior and exterior)              | ✓             |      |      |
| Pest/Vermin Infestation                         | ✓             |      |      |
| Drinking Fountains (inside and outside)         | ✓             |      |      |
| Restrooms                                       | ✓             |      |      |
| Sewer   | ✓             |      |      |
| Playground/School Grounds                       | ✓             |      |      |
| Roofs   | ✓             |      |      |
| Overall Cleanliness                             | ✓             |      |      |

| Overall Summary of School Facility Good Repair Status |           |      |      |
|---|-----------|------|------|
| Overall Summary                                       | Exemplary | Good | Fair |
| Overall Summary                                       | ✓         |      |      |

**Rating Description:**  
*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and 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 13, 2009. 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 |
|---------------------------------------|----------------------------|--|-------------------------|
| Perimeter Fencing                     | Windows/Doors/Gates/Fences | Fencing has holes or is not secure properly. | WO# 84740               |
| Basketball Courts                     | Drinking Fountains         | Sink/fountain is clogged.                    | WO# 84735               |
| Boys and Girls Restrooms by Lunch     | Restrooms                  | Toilet is damaged, broke, or clogged.        |                         |
| Boys and Girls Restrooms in B Village | Restrooms                  | Toilet is damaged, broke, or clogged.        |                         |

### 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 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 the 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 or assistance 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 custodial department communicate regularly regarding campus maintenance and safety issues.

### 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 2008-09 school year, Truman Middle School received deferred maintenance funds for fire alarm system repairs (a portion of \$1,410.45), replacement of floor covering (a portion of \$35,784), HVAC replacement (a portion of \$19,512), paving projects (\$59,000 and a portion of 35,150), and wall system repairs (\$3,205.20).

## 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.

| Suspensions & Expulsions |        |        |        |
|--------------------------|--------|--------|--------|
|                          | Truman |        |        |
|                          | 06-07  | 07-08  | 08-09  |
| Suspensions (#)          | 256    | 164    | 345    |
| Suspensions (%)          | 20.97% | 13.41% | 28.94% |
| Expulsions (#)           | 12     | 4      | 3      |
| Expulsions (%)           | 0.98%  | 0.33%  | 0.25%  |

  

| FUSD<br>Middle Schools |        |        |        |
|------------------------|--------|--------|--------|
|                        | 06-07  | 07-08  | 08-09  |
| Suspensions (#)        | 1388   | 1576   | 2138   |
| Suspensions (%)        | 14.46% | 16.73% | 25.00% |
| Expulsions (#)         | 61     | 58     | 35     |
| Expulsions (%)         | 0.64%  | 0.62%  | 0.41%  |

*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.*

Behavior assemblies are held during the first trimester to share information and discuss school policies. Counselors host one major assembly each trimester to address bullying, sexual harassment, and drug abuse. Each student is provided a student handbook which contains the school conduct code along with academic, behavior, and safety policies. Each student is 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. 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 after-school clubs and join the basketball and soccer teams.

## Class Size & Teaching Load

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<br>Departmentalized Instruction |                 |                      |       |     |
|--|-----------------|----------------------|-------|-----|
| 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  |

  

| 2007-08        |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|
| Subject        | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-20                 | 21-32 | 33+ |
| 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  |

  

| 2008-09        |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|
| Subject        | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-20                 | 21-32 | 33+ |
| English        | 25.9            | 16                   | 42    | 9   |
| Math           | 26.7            | 12                   | 25    | 10  |
| Science        | 28.9            | 7                    | 23    | 18  |
| Social Science | 30.0            | 4                    | 13    | 14  |

## Curriculum & Instruction

### 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 June 3, 2009, 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 #09-36 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 its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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 open to students during school hours and 90 minutes after school. The library features over 13,866 titles

| District Adopted Textbooks (Grades 6-8)                                   |        |                                 |              |
|---|--------|---------------------------------|--------------|
| Publisher   | Grades | % of Students Lacking Textbooks | Year Adopted |
| <b>Language Arts</b>  |        |                                 |              |
| Holt, Rinehart and Winston; <i>Literature and Language Arts</i>           | 6-8    | 0                               | 2003         |
| Hampton Brown; <i>High Point</i>  | 6-8    | 0                               | 2003         |
| <b>Math</b>   |        |                                 |              |
| Holt; <i>California Math, Course 1, Numbers to Algebra</i>                | 6      | 0                               | 2008         |
| Holt; <i>California Math, Course 2 Pre-Algebra</i>                        | 7      | 0                               | 2008         |
| Holt; <i>California Algebra Readiness</i>                                 | 8      | 0                               | 2008         |
| Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i> | 8      | 0                               | 2008         |
| <b>Science</b>  |        |                                 |              |
| Houghton Mifflin; <i>California Science 2007</i>                          | 6      | 0                               | 2007         |
| Prentice Hall; <i>Focus on Life Science</i>                               | 7      | 0                               | 2007         |
| Prentice Hall; <i>Focus on Physical Science</i>                           | 8      | 0                               | 2007         |
| <b>Social Science</b>   |        |                                 |              |
| Holt, Rinehart, Winston; <i>Ancient Civilizations</i>                     | 6      | 0                               | 2006         |
| Holt, Rinehart, Winston; <i>Medieval to Early Modern Times</i>            | 7      | 0                               | 2006         |
| Holt, Rinehart, Winston; <i>U.S. History Independence to 1914</i>         | 8      | 0                               | 2006         |

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 2008-09 school year, Truman Middle School had a total of 374 computers. Language arts classes and math classes each have four computers; social science and science classes each have one computer for classroom use. Two computer labs are each equipped with 30 workstations and used for whole class instruction; one lab supports math activities and the other lab primarily supports language arts-based applications. A third 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 three 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 is provided with a laptop, document camera, and LCD projector. Multiple whiteboards are available as supplemental instructional tools to effectively integrate technology into the class lessons. Teachers access Discovery Education streaming, a web-based educational digital video library, for visual references to create more powerful, engaging curriculum.

### 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.

| Staff Development Days<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2006-07                                    | 2007-08 | 2008-09 |
| 3  | 6       | 4       |

During the 2008-09 school year, Truman Middle School held four staff development days that focused on:

- Common Assessments and Their Alignment to Core Curriculum Through the Professional Learning Communities (PLC) Model
- Using Data to Drive Instruction (through PLC Model)

Fontana Unified School District plans, implements, and evaluates professional

development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

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

## Professional Staff

### Teacher Assignment

For the 2008-09 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". Minimum qualifications include: possession of a bachelor's degree, possession of an

appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

### 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.

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

|   | Teacher Credentials & Assignments |       |       |       |       |       |       |       |
|---|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|
|   | Truman                            |       |       |       | FUSD  |       |       |       |
|   | 06-07                             | 07-08 | 08-09 | 09-10 | 06-07 | 07-08 | 08-09 | 09-10 |
| Total Teachers                                  | 50                                | 50    | 50    |       | 1885  | 1869  | 1898  |       |
| Teachers with Full Credential                   | 45                                | 46    | 46    |       | 1802  | 1764  | 1816  |       |
| Teachers without Full Credential                | 5                                 | 4     | 4     |       | 83    | 105   | 82    |       |
| Teachers in Alternative Routes to Certification | 5                                 | 1     | 0     |       | 72    | 76    | 72    |       |
| Pre-Internship                                  | 0                                 | 0     | 0     |       | 0     | 0     | 0     |       |
| Teachers with Emergency Permits                 | 1                                 | 4     | 2     |       | 19    | 95    | 41    |       |
| Teachers with Waivers                           | 0                                 | 0     | 0     |       | 1     | 0     | 1     |       |
| Teachers Teaching Outside Subject Area          | 1                                 | 1     | 4     |       | 33    | 32    | 26    |       |
| Teacher Misassignments - Total                  | 6                                 | 0     | 0     | 0     | 270   | 41    | 4     | 8     |
| Other Misassignments of Certificated Staff      | 0                                 | 0     | 0     | 0     | 0     | 9     | 0     | 0     |
| Teacher Misassignments for English Learners     | 6                                 | 0     | 0     | 0     | 270   | 32    | 4     | 8     |
| Teacher Vacancies                               | 0                                 | 1     | 0     | 0     | 0     | 2     | 0     | 4     |

|  | Percentage of Core Classes:       |                                       | Teacher Education Levels |        |
|--|-----------------------------------|---------------------------------------|--------------------------|--------|
|  | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers | 2008-09                  |        |
|  | 2008-09                           |                                       | Truman %                 | FUSD % |
| Truman   | 93.5                              | 6.5                                   | 2.0                      | 1.4    |
| District Totals                                  |                                   |                                       |                          |        |
| All Schools                                      | 91.4                              | 8.6                                   |                          |        |
| High-Poverty Sch.                                | 99.4                              | 0.6                                   |                          |        |
| Low-Poverty Sch.                                 | 0.0                               | 0.0                                   |                          |        |
| Doctorate  |                                   |                                       |                          |        |
| Master's Degree plus 30 or more semester hours   |                                   |                                       | 22.0                     | 32.4   |
| Master's Degree                                  |                                   |                                       | 2.0                      | 1.5    |
| Bachelor's Degree plus 30 or more semester hours |                                   |                                       | 56.0                     | 49.8   |
| Bachelor's Degree                                |                                   |                                       | 18.0                     | 14.0   |
| Less than a Bachelor's Degree                    |                                   |                                       | 0.0                      | 0.9    |

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<br>(Nonteaching Professional Staff)<br>2008-09 |              |     |
|---|--------------|-----|
|   | No. of Staff | FTE |
| Counselor   | 3            | 2.5 |
| Psychologist  | 1            | 0.4 |
| School Nurse  | 1            | 0.3 |
| Health Assistant  | 1            | 0.7 |
| Community Liaison   | 1            | 1.0 |
| Campus Security Officer   | 2            | 2.0 |
| Math Lab Technician   | 1            | 1.0 |
| ELL Assistants  | 2            | 2.0 |
| 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 = 1:474

LSH = Language/Speech/Hearing

## 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: Su 12-5; M-Th 10-9; F-Sa 10-6  
Number of computers available: 232  
Number of printers available: 4

## 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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison<br>2007-08                 |           |                              |
|--|-----------|------------------------------|
|  | FUSD      | Average of Districts in Same |
| Beginning Teacher Salary                     | \$41,006  | \$42,065                     |
| Mid-Range Teacher Salary                     | \$69,104  | \$67,109                     |
| Highest Teacher Salary                       | \$87,206  | \$86,293                     |
| Average Principal Salaries:                  |           |                              |
| Elementary School                            | \$107,691 | \$107,115                    |
| Middle School                                | \$110,317 | \$112,279                    |
| High School                                  | \$124,509 | \$122,532                    |
| Superintendent Salary                        | \$202,864 | \$216,356                    |
| Percentage of General Fund Expenditures For: |           |                              |
| Teacher Salaries                             | 40.9%     | 39.4%                        |
| Administrative Salaries                      | 4.6%      | 5.5%                         |

### Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student

(based on 2007-08 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<br>2007-08 |                           |          |                                    |   |                                      |
|---|---------------------------|----------|------------------------------------|---|--------------------------------------|
| 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                 | \$5,818                   | \$8,522  | 68.3%                              | N/A   | N/A                                  |
| Restricted (Supplemental)                         | \$1,776                   | \$2,734  | 65.0%                              | N/A   | N/A                                  |
| Unrestricted (Basic)                              | \$4,042                   | \$5,788  | 69.8%                              | \$5,512   | 73.3%                                |
| Average Teacher Salary                            | \$63,469                  | \$66,500 | 95.4%                              | \$67,049  | 94.7%                                |

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- 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
- Transportation: Special Education
- Williams Case Settlement