

TRUMAN MIDDLE SCHOOL



Grades 6-8
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2009-10 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 and school facilities information were acquired on January 2011.

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.

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.

School Profile

Truman Middle School is a single-track, year-round school serving 1,192 students in sixth, seventh, and eighth grade, which include 13% receiving in special education services, 34.6% qualifying for English learner support, and 83.3% enrolled in the free or reduced-price meal program.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	4.1%	Grade 6	397
Amer. Indian or Alaskan Native	0.4%	Grade 7	400
Caucasian	4.7%	Grade 8	395
Asian	0.8%		
Filipino	0.3%		
Hispanic or Latino	88.8%		
Pacific Islander	1.0%		
Total Enrollment			1,192

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 (www.timberwolves.com) 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 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-

**STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Truman			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	35	37	36	34	38	42	46	50	52
Math	25	31	31	30	35	39	43	46	48
Science	24	29	31	31	33	39	46	50	54
History	18	28	26	19	25	31	36	41	44

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.

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Truman							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	35	*	*	*	35	18	41	*
Math	27	*	*	*	30	18	37	*
Science	18	*	*		30	*	47	*
History	18	*	*		25	*	29	*

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Truman					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	35	37	11	33	34	0
Math	34	27	12	29	27	0
Science	37	27	9	32	8	0
History	26	26	5	27	0	0

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

	API Rank		
	2007	2008	2009
Statewide Rank	3	3	3
Similar Schools Rank	7	8	7

Results	School Increase/Decrease in API			School Growth 2010	District Growth 2010	State Growth 2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	23	6	-7	690	731	767
Ethnic Subgroups						
Hispanic or Latino	21	5	-6	688	727	715
Other Subgroups						
Economically Disadvantaged	18	5	-7	679	727	712
English Learners	18	-1	-2	661	703	691
Students with Disabilities	22		83	577	574	580

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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.
- Each high school must have a graduation rate of 90%.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2009-10**

Did the school and district meet or exceed 2010 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 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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

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.

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 Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	18.4%	22.0%	17.9%

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 2009-10, 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	2008-09
Year in PI	Year 2	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9

The statistical information in this table reflects the PI status during the 2010-11 school year.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase

student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

School Facilities & Safety

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

2009-10 Campus Improvement Projects:

- Basketball courts resurfaced

Campus Description	
Year Built	1996
Acreage	20 ac
Square Footage	92,709 sf
	Qty.
# of Permanent Classrooms	45
# of Portable Classrooms	3
# of Restrooms (student use)	4 sets
Music Room	1
Library	1
Computer Lab	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*

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, teachers, 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 2010. 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 intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. All requests for major projects are reviewed by the principal 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, assistant principal and principal 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.

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 May 12, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: May 12, 2010	✓			Work orders were generated for all deficiencies noted below.
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Lamps out: A47; A20 Office; A29; A30; Girls Locker Room; Life Lab; Weber Hall; Kitchen; Book Room; B16; Demonstratio Common, & Technology Common. Stained ceiling tiles: P2 & B34. Replace soap dispenser: A Boys Restroom; Boys Restroom, & Girls Restroom.
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	✓			Stage: Deficiency found.
Overall Cleanliness	✓			Trash and debris: Storage (2); Storage NW Outside; Chair Storage; B8Q Storage; Staff Storage;

Overall Summary of School Facility Good Repair Status	Exemplary	Good	Fair	Poor
	Overall Summary	✓		

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

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 25, 2010. 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
Girls Restroom in Building B	Interior Surfaces	Walls have damage from cracks, tears, and/or holes	
Girls Restroom in Building B	Overall Cleanliness	Area has unabated graffiti	

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 2009-10 school year, Truman Middle School received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

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		
	07-08	08-09	09-10
Suspensions (#)	164	345	319
Suspensions (%)	13.41%	28.94%	26.76%
Expulsions (#)	4	3	3
Expulsions (%)	0.33%	0.25%	0.25%

	FUSD Middle Schools		
	07-08	08-09	09-10
Suspensions (#)	1576	2138	1781
Suspensions (%)	16.73%	25.00%	21.10%
Expulsions (#)	58	35	27
Expulsions (%)	0.62%	0.41%	0.32%

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 each semester 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 semester 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 semester. Academic achievements are honored each semester, and students earning perfect attendance and most improved 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 Builder Club, Band Club and the Drama Club. Students are invited to attend after-school clubs and join the basketball and soccer team intramurals after school.

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 Departmentalized Instruction				
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				
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
2009-10				
English				
Math				
Science				
Social Science				

2009-10 Data was not available at the time of publication of this report.

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 October 6, 2010, 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 #10-57 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2010-11 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 specialist and open to students during school hours and 60 minutes after school. The library features over 13,866 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 2009-10 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

District Adopted Textbooks (Grades 6-8)			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	0	2003
Hampton Brown; <i>High Point</i>	6-8	0	2003
Math			
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
Science			
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
Social Science			
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

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

have four computers for classroom use. Two computer labs are each equipped with 35 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 Three-Year Trend		
2007-08	2008-09	2009-10
6	4	2

During the 2009-10 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:

- Algebra Readiness
- SPARK PE Booster
- Classroom Management
- Academic Vocabulary and Research Techniques Workshop
- 40 Developmental Assets
- Providing Meaningful Feedback Workshop

- New To Middle School?
- Research-Based Instructional Strategies for English Learners
- Genre Specific Writing Workshop - Narrative
- Genre Specific Writing Workshop - Response to Literature
- Genre Specific Writing Workshop - Persuasive

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 2009-10 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

	Teacher Credentials & Assignments							
	Truman				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	50	50	47		1869	1898	1608	
Teachers with Full Credential	46	46	46		1764	1816	1584	
Teachers without Full Credential	4	4	1		105	82	24	
Teachers in Alternative Routes to Certification	1	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	4	2	2		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	1	4	4		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	1	0	0	0	2	0	13	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Truman	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

	Teacher Education Levels 2009-10	
	Truman	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	2.1	3.1
Master's Degree	46.8	37.5
Bachelor's Degree plus 30 or more semester hours	51.1	52.1
Bachelor's Degree	0.0	7.0
Less than a Bachelor's Degree	0.0	0.0

highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Truman Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	3	3.0
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 = 1:397

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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 2008-09					
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	\$5,605	\$6,037	92.8%	N/A	N/A
Restricted (Supplemental)	\$2,129	\$1,650	129.1%	N/A	N/A
Unrestricted (Basic)	\$3,476	\$4,387	79.2%	\$5,681	61.2%
Average Teacher Salary	\$59,957	\$61,647	97.3%	\$68,179	87.9%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- 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
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- 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
- Vocational Programs
- Williams Case Settlement