



*To graduate all students prepared to
succeed in a changing world.*

Truman Middle School

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Sixth - Eighth Grade
Dr. Marlin Brown
Principal

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Fontana Unified School District

Truman Middle School

2000-2001 Annual School Report Card

A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Truman Middle School is a welcoming, stimulating environment where students are actively be involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

Truman Middle School believes that cooperation between school and community is imperative, and this is reflected in our School Mission Statement:

School Mission

The entire Truman Middle School administration, faculty and support staff believe all children can learn in a safe, educationally challenging and culturally diverse environment that cherishes the uniqueness of each child. Through modeling and a variety of instructional strategies the faculty and staff will encourage and nurture students to succeed, be their best and be productive citizens of their community.

Community & School Profile

The city of Fontana is located in the county of San Bernardino, surrounded by the coastal mountain ranges of Southern California. Incorporated in 1952, this suburban city lies approximately 50 miles east of the city of Los Angeles in what is known as the Inland Empire. The residents of Fontana enjoy a mild climate, with an average annual temperature of 66 degrees and 16 inches of annual rainfall.

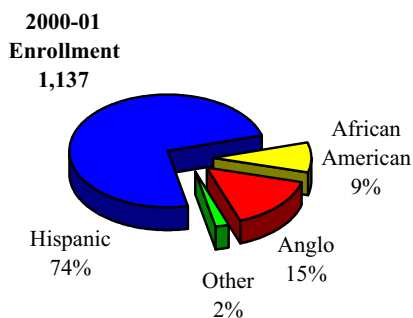
Historically Fontana was first settled as a Spanish land grant in the early 1800's and grew to become an important agricultural community in the early 1900's, producing citrus, grains, grapes, and poultry. By the 1950's, a large steel mill was opened in the city, and Fontana became the largest producer of steel products in Southern California. The steel operations in the city have

since diminished, and currently the largest employers in Fontana include the medical, transportation, and distribution industries as well as the Fontana Unified School District.

The city of Fontana offers a community atmosphere with many residential neighborhoods of quality, affordable housing. Fontana is located near mountains, beaches, lakes and desert areas, which offer many recreational opportunities. There are 39 parks and recreational facilities located within the city, and 23 active sports organizations. One of the largest shopping centers in Southern California is located nearby, as well as the California Speedway, which holds NASCAR and Indy car races.

The Fontana Unified School District educates children in grades kindergarten through twelve on both traditional and year-round, multi-track systems. The district consists of 23 elementary schools, seven middle schools, three high schools, two continuation high schools, and one adult education program. The Fontana Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing a strong instructional program for all students to ensure excellence in education.

Truman Middle School is a single-track, year-round school serving 1,137 students in grades six through eight. Truman Middle is set up on a system of two villages, and each village acts as its own school community. Students take classes within one village during their entire time at Truman. The administration of each village falls under an assistant principal and school counselor. This system allows students to experience more continuity in their environment, class-mates, and staff, and gives the students a "country school" family setting. Truman Middle believes that quality education for all students can be achieved through high standards for academic performance and behavior. Truman Middle is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience



Discipline & Climate for Learning

Students at Truman Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Truman Middle's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the student handbook, which outlines student behavior expectations, and school and personal safety rules. Research has shown that student dress and appearance affect student attitudes and conduct. Accordingly, Truman Middle has adopted a uniform policy for both boys and girls, which is outlined in the student handbook.

Attendance

Regular attendance at Truman Middle is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities. Punctuality and promptness are desirable traits to develop. The students of Truman Middle are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Truman Middle expelled 24 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Truman Middle			All Fontana Middle Schools		
	99	00	01	99	00	01
Suspensions (#)	367	145	164	3359	1438	1664
Suspensions (%)	29.7	13.0	14.4	44.7	18.0	19.3
Expulsions (#)	8	10	6	78	56	43
Expulsions (%)	0.6	0.9	0.5	1.0	0.7	0.5

Homework

Truman Middle feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students should expect to do 30 minutes of homework per subject area every night. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- GATE
- Language!
- Show Choir
- Technology/Computer Class
- Fast ForWord
- Quest
- Drama
- Homework Help Center
- After-school Algebra Class
- Astronomy Club

- Ambassadors
- Lunch Bunch
- Builders Club
- Yearbook
- Art
- Cheerleading
- Advanced Band and Orchestra
- Beginning Band and Strings
- College University Bound Students (C.U.B.S.)
- After-school Problem Solving Math Class
- Peer Leading
- Boy Scouts
- Hiking Club
- ASB
- Colorguard
- Boys and Girls Basketball
- Jazz Band

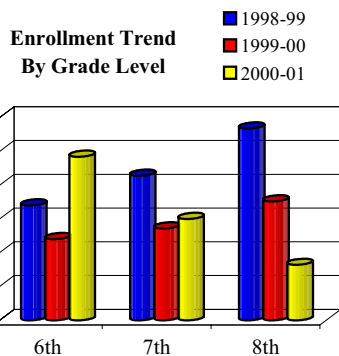
Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Renaissance Program
- Truman Timberwolf of the Year
- Caught Being Good
- Math Field Day
- History Day
- Academic Recognition
- Best-dressed
- Up to Date Planners
- Science Fair
- Writing Celebration

School Attendance

Student enrollment over the past three years at Truman Middle has decreased by 7.9%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1137 students.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Truman Middle. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Truman Middle were 93.62% and 93.38%, respectively.



Class Size

Truman Middle maintained a schoolwide average class size of 28.6 students and a pupil/teacher ratio of 23:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level and subject area taught.

	Teaching Load Distribution											
	Number of Classes by Size											
	Average Class Size			Classrooms containing								
				1-22			23-32			33+		
	98	99	00	98	99	00	98	99	00	98	99	00
English	29	32	22	1	5	16	11	3	29	13	21	18
Math	34	34	23	1	0	12	9	4	16	14	16	17
Science	30	29	24	1	3	6	16	7	19	20	18	13
Social Science	35	33	30	0	1	3	9	8	16	15	15	15

Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Truman Middle either met or exceeded state requirements. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes of instructional time. Truman Middle offered 55,070 minutes of instructional time. Students received between 53 and 54 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, Truman Middle offered 180 days of instruction comprised of 142 regular days and 38 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks & Instructional Materials

Truman Middle sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Council standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year Fontana Unified School District implemented updated social science textbooks, and adopted textbooks in science and mathematics.

2000-01 Textbook Adoptions			
Subject	Adoption Year	Publisher/Series	Grade Levels
Mathematics	2000/01	Prentice Hall/Prentice Hall Algebra I	7-8
		McDougal Littell/Algebra I	6
Science	2000/01	Prentice Hall/Science Explorer	6-8
		Houghton Mifflin/Social Studies	6-8

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule in the classroom and at the school's four computer labs. Each classroom has eight internet connections, and the school has two T1 lines to allow high speed internet connection. Fontana Unified School District's website provides a variety of resources and information for parents, staff, students and community members.

Student Achievement & Testing

In 2000-01, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Truman Middle. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Language Arts Assessments were given three times and Math Assessments were given four times to students in sixth through eighth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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 pinpoint at risk students. The district and school then utilized various intervention programs to help bring struggling students back to grade level.

Standardized State Testing

Truman Middle participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

SAT-9 Results 1999, 2000, 2001 % At or Above National Average												
All Students Grade	Reading									Math		
	6			7			8					
Year Ending	99	00	01	99	00	01	99	00	01			
Truman Middle	26	21	20	32	31	27	39	39	36			
Fontana USD	25	23	23	27	25	28	32	30	29			
California	44	46	47	44	46	48	47	49	50			
Truman Middle	28	34	45	25	31	32	32	34	30			
Fontana USD	30	34	37	26	29	36	26	29	31			
California	50	55	57	45	48	50	45	48	49			

Physical Fitness

In the spring of each year, Truman Middle is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

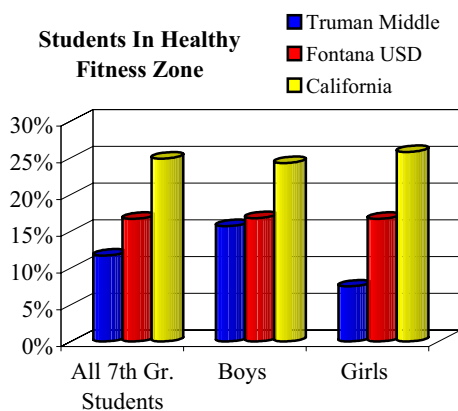
The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001			
All Students	English/Language Arts		
	6	7	8
Truman Middle	6	13	18
Fontana USD	10	14	15
California	31	32	32
Subgroups			
Gender			
Male	6	13	19
Female	7	13	19
Ethnicity			
	*	*	*
Language Fluency			
English Learners (EL)	0	1	1
Non EL	9	20	23
Migrant Education			
	*	*	*
Socioeconomic Status			
SED	4	7	13
Non SED	12	21	23

SED = Socioeconomically Disadvantaged
*Data currently unavailable.

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile									
Gender	Reading			Math					
	6	7	8	6	7	8			
Male	17	27	33	42	35	31			
Female	24	26	38	48	29	29			
Ethnicity									
African American	21	24	27	32	31	23			
Hispanic	18	22	31	43	30	26			
Anglo	36	49	59	64	44	49			
Language Fluency									
English Learner (EL)	8	5	8	29	13	11			
Non EL	27	39	45	53	42	36			
Socioeconomic Status									
SED	18	19	28	39	25	21			
Non SED	27	36	44	59	41	40			
Migrant Education									
No Data Reported									

SED = Socioeconomically Disadvantaged



In 2000-01, Truman Middle was awarded Physical Education School of the Year in southern California for programs it offers to promote fitness and a healthy lifestyle. Once a week students use the full fitness lab on campus, and also receive health screenings and nutritional counseling. Truman Middle offers classes for parents and family events to educate about the benefits of healthy living.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Truman Middle qualified to participate in the 2000-01 Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

API School Results					
All Students	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	96	100	Percent Tested	100	99
API Score	525	543	API Growth Score	543	557
Growth Target	14	13	Actual Growth	18	14
Statewide Rank	3	3	Eligible for Awards	No	Yes
Similar Schools Rank	3	4	Eligible for II/USP	No	No
Subgroups					
Hispanic or Latino					
Base API Score	490	515	API Growth Score	515	535
Growth Target	11	10	Actual Growth	25	20
Anglo					
Base API Score	636	637	API Growth Score	637	663
Growth Target	11	10	Actual Growth	1	26
Socioeconomically Disadvantaged					
Base API Score	438	486	API Growth Score	486	519
Growth Target	11	10	Actual Growth	48	33
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

School Facilities & Safety

Truman Middle provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1996, and include the library, computer labs, physical fitness lab, gymnasium, boys and girls locker rooms, life laboratory, music room, lunch shelter, project commons, performing arts commons, demonstration commons, technology commons, basketball courts, and 38 classrooms which are all up-to-date and provide adequate space for students and staff.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Truman Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools' Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Summer of 2001 and is reviewed with the staff in the Fall. An updated copy is available to the public at the school office.

Counseling & Other Support Services

It is the goal of Truman Middle to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site. The school provides qualified personnel to provide counseling and support services, on a part-time and full-time basis. A psychologist and two counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Counseling and Support Services Staff

	Number of Staff		Availability Days Per Week
		FTE	
Counselor	2	2	5
Health Clerk	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.5	2.5
Speech/Language Specialist	2	1	5

*FTE = Full-Time Equivalent

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Truman Middle works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Truman Middle had 42 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Truman Middle supports efforts made by teachers and other certificated school staff in attaining additional education and training through local

colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 54 employees: 31.5 percent with 30+ additional units beyond their bachelor's degree and 57.5 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Resource Specialists (3 full-time)
- Resource Specialist Aides (3 full-time)
- Special Day Class Teachers (3 full-time)
- Special Day Class Aides (3 full-time)
- Library Specialist (1 full-time)
- English Language Learners Aide (1 full-time)
- Adaptive Physical Education Specialist (1 part-time)
- Technology Teacher (1 full-time)

	Teacher Credential Status		
	99	00	01
Fully Credentialed	43	45	42
Emergency Credentials	3	4	4
Waiver	2	0	4
Total Teachers	48	49	50
Working Outside Subject	3	3	3
Average Years Teaching	13.9	13.3	12.7
Average Years in District	9.5	9.3	9.5

- Music Teacher (1 full-time)
- Aides for the Severely Handicapped (2 full-time)
- Aides for the Mobility Impaired (2 full-time)
- Teacher for the Visually Impaired (1 full-time)
- Aide for the Visually Impaired (1 full-time)

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principals; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. The number of staff development days varies each year. Staff at Truman Middle had the option to participate in three staff development days in 2000-01; three days in 1999-00; and four days in 1998-99.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

Training & Curriculum Improvement

All training and curriculum development at Truman Middle revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Truman Middle's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In a focus on English and language arts curriculum, Fontana Unified School District utilized the Fast ForWord language development program in 2000-01 to help low performing students develop better reading skills. Fast ForWord, developed by the Scientific Learning Corporation, is a technology-based program for kindergarten through twelfth graders which rapidly builds oral language skills by retraining the brain to process information more quickly and effectively. On average, students with reading problems make one to two year gains in language skills after only a few weeks in the program.

In addition, the district adopted the Language! literacy intervention program for grades six through eight. This program addresses students performing below grade level in reading, writing, and spelling, and enables them to return to grade level through individualized instruction and ongoing assessment. Students take placement tests and enter the program at their own performance level. They receive

instruction in reading, writing, spelling, grammar, language and vocabulary as they advance through the different levels until they reach grade level. In addition to Fast ForWord and Language!, Truman Middle offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- After-school programs
- Homework Center
- Peer Leaders and Ambassadors tutoring
- SAT chats
- English Language Acquisition Program (ELAP)
- Off-track Intersessions in language arts and math
- Crisis counseling

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Truman Middle teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were:

- Data Analysis
- Program Quality Review
- Integrating Technology into the Curriculum
- Analyzing Student Work

For the 2001-02 school year, staff at Truman Middle will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

Quality of Instruction & Leadership

Leadership at Truman Middle is a responsibility shared between district administration, the principal, assistant principals, counselors, instructional staff, students, and parents. Truman Middle is set up on a two village system, and the administration of each village falls under the direction of an assistant principal and counselor. Disciplinary issues, tenured teacher evaluations, administering of school assessments and coordination of extracurricular activities are admin-

istered by the assistant principals. The overall administration of the school activities, new teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Truman Middle's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Curriculum Adoption Committees (Language Arts, Mathematics, Science and Social Science)
- Technology Committee
- Science Field Day Committee
- Superintendent's Teacher and Classified Staff Committees
- History Day Committee
- Math Field Day Committee
- Science Fair Committee
- Writing Celebration Committee

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- District School Site Council
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Bilingual Parents Association
- Parent Wolf Pack
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student*		
1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

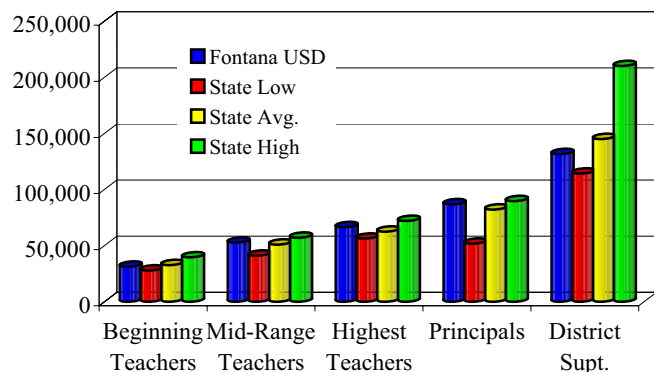
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Joint Training Partnership Act
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Tenth Grade Counseling
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

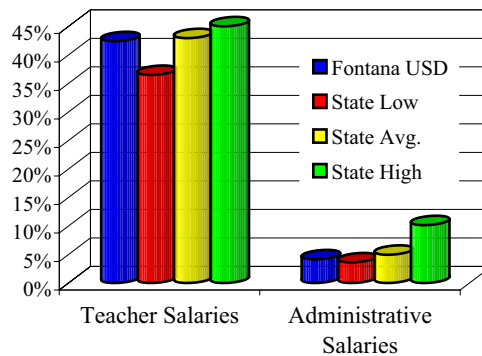
Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Percentage of Budget
Teacher and Administrative Salaries
1999-00**



Contact Information

Parents who wish to participate in Truman Middle’s leadership teams, school committees, school activities, or become a volunteer may contact the school office at (909) 357-5190.