

Fontana Unified School District

Truman Middle School

2003-2004 Annual School Report Card

A Message from the Superintendent

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

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.

There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

Charles D. Milligan, Ph.D.
Superintendent of Schools

A Message from the Principal

The staff and faculty at Truman are committed to providing students with a consistent and rigorous standards-based curriculum in a supportive learning environment that helps students achieve. What contributes to our positive learning environment is accountability with the following:

- Teachers give generously of their time in after-school learning programs
- Attendance is important to all
- Discipline issues are dealt with promptly and fairly
- Staff training is ongoing and addresses current needs
- Academic, behavioral, and performance expectations are recognized by all.

Although the school is physically divided into two buildings, there is a sense of unity and purpose. Sixth and seventh grades populate one building and sixth and eighth grades are housed in another. The spacious central administration building has facilities for conferences for parents and students, along with a full time School Resource Officer from the Fontana City Police Department.



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

Truman Middle School

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Fontana, CA 92335
(909) 357-5190
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Sixth - Eighth Grade
Douglas E. Reid, Principal
Roberto Santiago, Assistant Principal
Andrew Scherrer, Assistant Principal
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Board of Education

Gus Hawthorn, President
Arlene Piazza, D.Min., Clerk
Laura Abernathy-Mancha, Member
Kathy Binks, Member
D. Wayne Ruble, Ed.D., Member

District Administration

Charles D. Milligan, Ph.D.
Superintendent of Schools

Laurie St. Gean
Deputy Superintendent,
Educational Programs & School
Services

Richard A. Stedry, Ed.D.
Deputy Superintendent,
Business Services

Yolanda Mendoza
Associate Superintendent,
Human Resources

Patricia J. Peoples, Ed.D.
Associate Superintendent,
Administrative Services



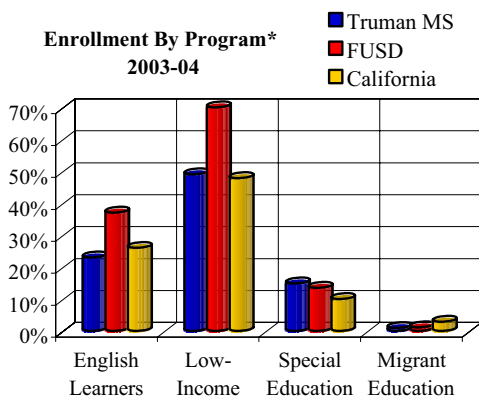
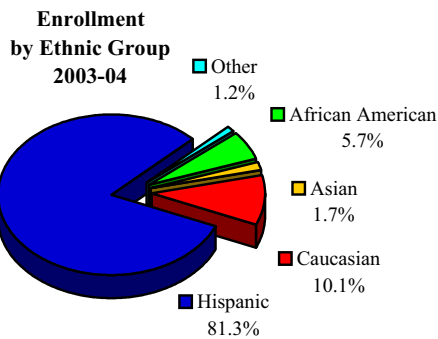
Harry S. Truman Middle School embraces the challenges of educating adolescents and appreciates our supportive community and active achievement and participation of our students.

School Mission

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

School Profile

Truman Middle School is a single-track, year-round school serving 1,213 students in grades six through eight. At Truman Middle School, groups of students share the same teachers in the core subject areas of language arts, math, science, and social science. Classrooms are grouped by the shared teachers around a common classroom to allow for collaboration and to build a sense of community. Extensive enrichment activities offered during the school day and after school help make Truman Middle School a place where students want to be and to succeed. Truman Middle School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



*Source: STAR testing enrollment.

Discipline & Climate for Learning

Students at Truman Middle School 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 School's discipline program is to

provide students with opportunities to learn self-discipline and responsibility. In 2003-04, parents and students were informed of discipline policies at the beginning of the school year through classroom orientation, discipline assemblies and individual student handbooks, which outline school discipline policies and the student code of conduct. Research has shown that student dress and appearance affect student attitudes and conduct. Accordingly, Truman Middle School has adopted a uniform policy for both boys and girls, which is outlined in the student handbook.

Attendance

Attendance is critical to achievement, and regular daily attendance is a priority at Truman Middle School. For each day a student is present, the school receives \$37 in state funding. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered.

The table below illustrates the numbers and rates of suspension and expulsion for Truman Middle School, and the combined total for all middle schools in the Fontana Unified School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

	Suspensions & Expulsions					
	Truman MS			Fontana USD Middle Schools		
	2002	2003	2004	2002	2003	2004
Suspensions (Cases)	461	383	490	2,913	2,459	2,585
Expulsions (Cases)	16	20	16	130	115	69
Suspensions (%)	40.0	29.9	40.4	34.0	26.2	27.8
Expulsions (%)	1.39	1.56	1.32	1.5	1.2	0.74

Class Size

Truman Middle School maintained a schoolwide average class size of 30 students and a pupil-to-teacher ratio of 25:1 for the 2003-04 school year. The pupil-to-teacher ratio varied by grade level and subject area.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
	02	03	04	1-22 Students			22-32 Students			33+ Students		
English	26	21	28	12	49	14	41	29	29	11	15	24
Math	31	23	31	1	18	3	15	20	14	17	12	20
Science	32	28	32	0	8	2	14	16	12	19	22	24
Social Science	32	29	33	0	6	0	12	16	11	15	20	23

Instructional Time

During the 2003-04 school year, all instructional minutes offered at Truman Middle School 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 School offered 54,225 minutes of instructional time. For the 2003-04 school year, Truman Middle School offered 180 days of instruction comprised of 135

regular and 45 minimum days. Truman Middle School utilized minimum days for staff development, teacher preparation, parent conferences, team meetings, department meetings, and grade level meetings.

School Facilities & Safety

Truman Middle School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1996. Current school facilities encompass 92,709 square feet and are situated on 20 acres. Facilities include 45 permanent classrooms, 3 portable classrooms, a 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, and basketball courts. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. No improvements were scheduled at Truman Middle School for the 2003-04 and 2004-05 school years.

A team of five custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1) which include: 1) gas leaks; 2) non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) electrical power failure; 4) major sewer line stoppage; 5) major pest or vermin infestation; 6) broken windows or exterior doors/gates that will not lock or pose a security threat; 7) abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; and 8) structural damage creating a hazardous or uninhabitable condition. When this report was published in June of 2005, no emergency facilities needs existed at Truman Middle School.

Safety of students and staff is a primary concern of Truman Middle School. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and passing periods, by the school resource officer, campus security officers, teachers, classified staff, and school administrators.

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last updated in May 2004 and was reviewed with the staff at that time. 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
- Conflict resolution

Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School 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.

District-Adopted Textbooks (Grades 6-8)		
Subject	Publisher	Year Adopted
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Math	Prentice Hall: <i>Pre-Algebra</i>	2001
Math	Prentice Hall: <i>Algebra I</i>	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Counseling & Other Support Services

It is the goal of Truman Middle School 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, and trouble with decision making or handling peer pressure. The principal and assistant principals coordinate the counseling and support services. The school employs qualified personnel to provide counseling and support services.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	2	2.0
Health Assistant	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Speech/Language Specialist	1	0.6

Teacher Assignment

For the 2003-04 school year, Truman Middle School had 45 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	02	03	04
Fully Credentialed	43	48	45
Emergency Credentials	3	5	1
Interns	3	5	3
Waivers	1	0	0
Total Teachers	50	53	49
Working Outside Subject	0	0	0
Teacher Misassignments for 2004-05 = 0			
Misassignments of Teachers of English Learners= 51*			
Teacher Vacancies for 2004-05 = 0			
<i>*Indicates number of classroom periods misassigned. One teacher may have up to 5 periods.</i>			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state's process to show subject area competence in order to become NCLB-compliant.

Teacher Education Levels 2003-04		
	Truman MS	Fontana USD
Doctorate	0.0%	1.3%
Master's Degree +30*	46.9%	34.6%
Master's Degree	0.0%	0.7%
Bachelor's Degree +30*	38.8%	45.2%
Bachelor's Degree	14.3%	18.3%
Less Than Bachelor's	0.0%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
Courses Taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	23.7%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST, or have completed a Bachelor's Degree and have passed the CBEST. Periodically, Truman Middle School has difficulty obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, credentialed staff fill the vacancy during prep periods.

Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

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

Training & Curriculum Improvement

All training and curriculum development activities at Truman Middle School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2003-04 school year to support the adoption of new curriculum or the implementation of new programs, including:

- McREL Instructional Strategies
- English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) Strategies
- Questioning Strategies
- Writing Development
- Ruby Payne - Understanding Poverty Training

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district offers three annual staff development days. During the 2003-04 school year, district training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

Student Achievement & Assessment

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. In 2003-04, district language arts and math assessments were administered three 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 identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

Norm Referenced Test

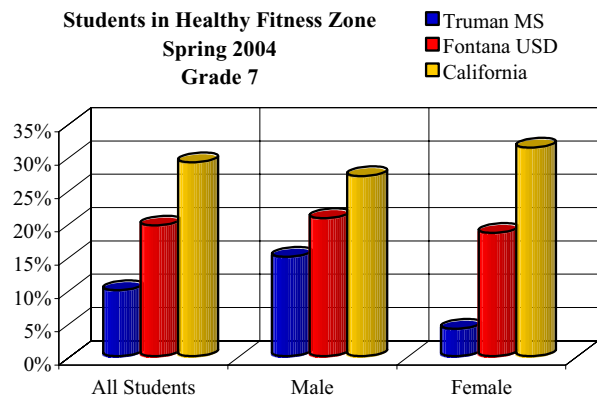
The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression, and mathematics. The adjacent table reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

CAT/6 Norm Referenced Test 2003 & 2004 % At or Above 50th Percentile												
Subject Area	Reading			Math								
	6	7	8	6	7	8						
Grade Level	03	04	03	04	03	04						
Year Ending	03	04	03	04	03	04						
All Students												
Truman MS	30	26	27	35	18	27	42	39	31	39	36	36
Fontana USD	31	31	31	31	26	26	38	42	33	36	36	33
California	45	46	45	45	41	41	51	53	46	48	48	49
Subgroups												
Females	37	30	29	40	21	26	43	41	29	40	38	32
Males	24	23	26	29	16	28	41	37	34	37	34	41
English Learners	14	13	10	10	3	6	28	22	14	19	19	13
Non English Learners	42	36	38	48	27	36	52	51	41	49	46	47
SED [^]	23	26	22	35	12	27	39	39	30	39	32	36
Non SED	45		35		25		47		33		40	
Students with Disabilities	5	12	7	7	7	5	9	22	5	8	15	8
Migrant Education			0		0				14		19	
African American	31	0	21	33	19	16	26	22	16	23	23	22
Asian			45						45			
White (non Hispanic)	34	32	44	46	39	36	46	59	40	50	53	46
Hispanic or Latino	30	27	25	34	15	25	43	38	30	39	35	35

[^]SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 perform fitness tasks in six major areas. 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 Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested within a grade level and/or subgroup.

California Standards Tests Truman Middle School Subgroup Results 2004 % Performing at Proficient & Advanced Levels			
	English/ Language Arts	Math	History/ Social Science
African American	16	10	5
Asian	39	47	
Hispanic	17	20	18
White (not Hispanic)	34	30	30
Male	15	19	23
Female	23	21	16
English Learners	12	17	14
SED [^]	19	17	16
Students with Disabilities	12	11	0

[^]SED = Socioeconomically Disadvantaged

California Standards Tests All Students % Performing at Proficient & Advanced Levels									
	Truman MS			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	12	14	20	16	18	20	32	35	36
Math	14	17	20	18	24	23	31	35	34
History/Social Science*		12	19	15	15	16	28	28	29

*History/Social Science first administered to 8th graders in 2003.

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. The state has determined a performance target of 800 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.

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

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

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

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	Growth 2001-02	2002 Base	Growth Target	Actual Growth	Growth 2002-03	2003 Base	Growth Target	Actual Growth	Growth 2003-04
All Students	570	12	19	589	597	10	28	625	628	9	31	659
Subgroups												
SED^	533	10	28	561	574	8	28	602	606	7	36	642
White (not Hispanic)	668	10	4	672	669	8	19	688	696	7	31	727
Hispanic	550	10	26	576	587	8	30	617	620	7	35	655
	2001	2002	2003						2002	2003	2004	
Percent Tested (Base)	99	98	99		Eligible for Governor's Performance Award				No	Yes	Yes	
Percent Tested (Growth)	98	99	100		Eligible for II/USP Program				--- Not funded ---			
Statewide Rank	3	3	4		Received II/USP Funding				--- Not funded ---			
Similar Schools Rank	5	8	8		Applied for II/USP Program				--- Not funded ---			

^SED - Socioeconomically Disadvantaged

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 to a proficiency level; 13.6% of elementary and middle school students must be proficient in language arts and 16% 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).

After two consecutive years of failure to meet AYP in a particular subgroup, a school that receives Title I funding becomes eligible for Title I Program Improvement (PI). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. Truman Middle School does not receive Title I funding and is not subject to Program Improvement mandates.

A "Yes" in the adjacent chart means the school or subgroup was at or above the 2004 AYP targets; "No" means the school or subgroup did not meet 2004 AYP targets. Truman Middle School did not meet all of the 2004 AYP criteria.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Truman MS		Fontana USD	
	2003	2004	2003	2004
Overall	No	No	No	No
All Students	Yes	Yes	Yes	Yes
African American			Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	No	Yes	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes
SED^	No	Yes	Yes	Yes
English Learners	No	No	No	Yes
Students with Disabilities	No	No	No	No

^SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs	
2004-05	
Recognized as a Title I Achieving School	n/a
Year Identified for Program Improvement	n/a*
Year in Program Improvement	n/a*
Year Exited Program Improvement	n/a*
Program Improvement Schools in District	
Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%
*School does not receive Title I funds and is not subject to Program Improvement mandates.	

Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- 21st Century Grant Enrichment and Academic Programs
- After-school programs
- Language! program for struggling readers
- Homework Center
- Ambassadors tutoring
- Extended Day academic tutoring by subject (classroom teacher)
- Daily Homework Logs
- Weekly Progress Cards
- Parent Center
- English Language Acquisition Program (ELAP)
- Off-track Intersessions in language arts and math
- Crisis counseling
- Eighth Grade Mentoring
- SB 65 Outreach Consultant
- Special Education programs

Quality of Instruction & Leadership

Working closely with teachers and staff, the principal and assistant principals lead the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Douglas Reid has led the school for three years, backed by 20 years in education.

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 (SSC)
- District Advisory Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- Student Uniform Committee
- Student Study Teams
- Individual Education Plan (IEP) Teams
- Coordination of Services Team (COST)

Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

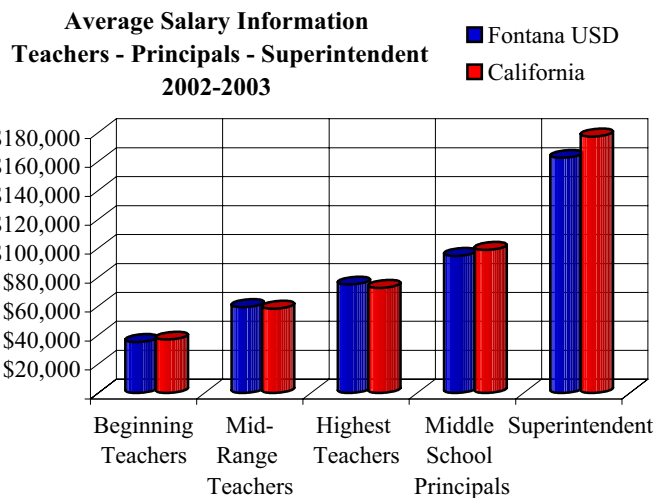
Current Expense of Education Per Student*		
2002-2003		
Statewide Average		
All Unified		
Fontana USD	School Districts	All Districts
\$6,304	\$6,882	\$6,822
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Truman Middle School had the following categorical programs:

- Special Education
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Pupils (GATE)
- School Improvement Program (SIP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- Educational Technology Assistance
- Instructional Materials
- Mentor Teacher
- Staff Development
- Peer Assistance and Review

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.



Salaries as a Percentage of Total Budget		
2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%

Contact Information

Parents who wish to volunteer or participate in Truman Middle School's committees or school activities may contact the principal at (909) 357-5190.