

FONTANA UNIFIED SCHOOL DISTRICT

TRUMAN MIDDLE SCHOOL

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.

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 existent 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

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 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.

Parent Involvement

Parents are encouraged to get 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, and school Olympics provide opportunities for parents to support their child's interests and academic efforts. The School Site Council and English Language Advisory Council provide opportunities for parents to have input on curricular programs and school activities. Truman Middle School's COS Team (Coordination of Services) comprised of parents and community members works together to locate available resources to meet academic, personal, and/or social development needs of the school's students and their families.

School-to-home communication takes place through the school newsletter which is sent home each quarter and features articles about major events, information on classroom instruction, and helpful tips for students and parents. Teachers issue class newsletters at the beginning, at the end, and as needed throughout the school year, sharing valuable information about class lessons and activities. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. At the start of each year, the school issues a calendar of events and activities. The school marquis is kept up-to-date with current events and announcements. Parents seeking more information about volunteering their time to the school community may contact the principal at (909) 357-5190.

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.

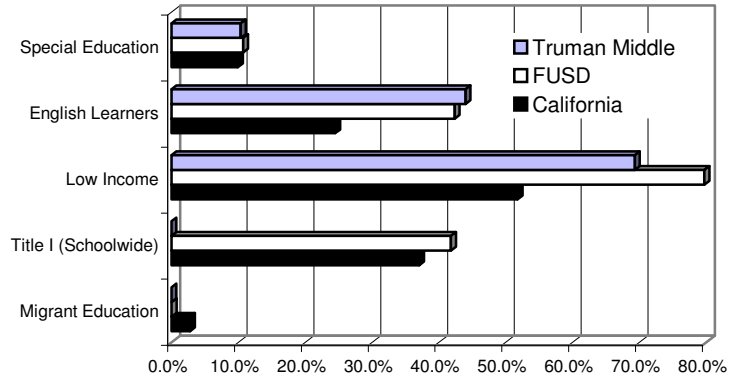
SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

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 1,244 students in sixth, seventh, and eighth. Sixth grade students share the same teachers for core content classes; seventh and eighth grade students are grouped into teams; each team shares the same teachers for language arts, math, science, and social science courses. The "team structure" enables teachers to collaborate effectively on individual student progress and creates a sense of community for the students. Truman Middle School employs a uniform policy to help students increase their focus on academics and maintain a positive learning environment. Through SB65 Pupil Motivation and Maintenance Program Grant funding, Truman Middle School provides qualified support staff to create an environment that focuses on early identification/early intervention of struggling students, fosters a caring and nurturing learning environment, involves parents and community in the academic process, and sets high standards of staff and students in achievement, attendance, and attitude in expecting student success.

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Truman Middle School. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

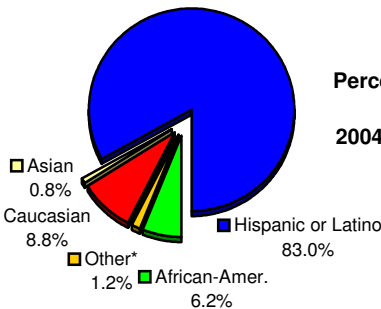
During the 2004-05 school year, district language arts assessments and math assessments were administered three times a year to students in sixth, seventh, and eighth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using 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. Fontana Unified School District and Truman Middle School provided intervention programs for students who were identified through the matrix as performing below grade level standards.

District-Administered Assessments

2002-03			
Grade	6	7	8
Reading	na	na	na
Math	42%	40%	16%
Writing	47%	24%	31%
2003-04			
Grade	6	7	8
Reading	16%	16%	20%
Math	31%	56%	32%
Writing	45%	18%	45%
2004-05			
Grade	6	7	8
Reading	31%	25%	47%
Math	41%	34%	27%
Writing	53%	26%	65%

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.



**Percentage of Students by Ethnicity
2004-05 Enrollment: 1,254**

*American Indian or Alaskan Native, Filipino, Pacific Islander, and Multiple or No Response combined.

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Truman Middle			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	25	30	32	29	29	27	43	43	41
Math	37	38	37	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2004-05

	Truman Middle						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	11	*	*		31		53
Math	11	*	*		36		50

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

CAT/6 Test Results

Other Numerically Significant Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2004-05

	Truman Middle					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	27	37	11	28	13	
Math	40	33	23	35	10	

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 the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Truman Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, 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

California Standards Test Results

All Students

Percentage of Students Scoring at Proficient & Advanced Levels

	Truman Middle			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	14	19	24	18	20	25	35	36	40
Math	17	20	18	24	23	26	35	34	38
Science				11	9	11	27	25	27
History	12	19	15	15	16	18	28	29	32

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

California Standards Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring at Proficient & Advanced Levels

2004-05

	Truman Middle						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	21	*	*		24		32
Math	8	*	*		19		21
Science							
History	21	*	*		14		22

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

California Standards Test Results

Other Numerically Significant Subgroups

Percentage of Students Scoring at Proficient & Advanced Levels

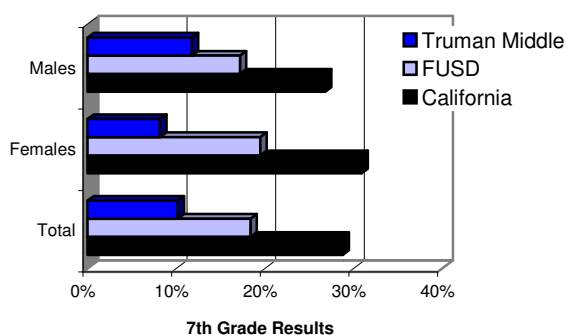
2004-05

	Truman Middle					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	21	27	9	22	10	
Math	19	18	10	19	8	
Science						
History	14	16	8	15	0	

Physical Fitness Test Results

Percentage of Students in "Healthy Fitness Zone"

2004-05



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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Truman Middle School did not meet all 2005 AYP criteria; AYP targets were achieved in two out of six subgroups. Since Truman Middle School currently does not participate in the Title I Program, the school is not required to comply with Title I Program Improvement mandates.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). 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. 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/.

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

Academic Performance Index (API)								
API Base				API Growth				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
Percent Tested	98	99	100	Percent Tested	99	100	99	
API Base Score	597	628	673	API Growth Score	625	659	681	
Growth Target	10	9	6	Actual Growth	28	31	8	
Statewide Rank	3	4	5	Eligible for GPA	Yes	Unfunded	Unfunded	
Similar Schools Rank	8	8	9	Eligible for II/USP	Unfunded	Unfunded	Unfunded	

API Significant Subgroup Results								
Hispanic or Latino								
API Base Score	587	620	668	API Growth Score	617	655	680	
Growth Target	8	7	5	Actual Growth	30	35	12	

Caucasian								
API Base Score	669	696	735	API Growth Score	688	727		
Growth Target	8	7	5	Actual Growth	19	31		

Socioeconomically Disadvantaged								
API Base Score	574	606	653	API Growth Score	602	642	670	
Growth Target	8	7	5	Actual Growth	28	36	17	

Adequate Yearly Progress (AYP)						
Overall School Results	Truman Middle			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	No	No	No	No	No	No
	No	No	No	No	No	No

	Subgroup Results					
	Truman Middle			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	No	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	No	Yes	Yes	Yes
English Learners	No	No	No	No	Yes	No
Special Education	No	No	No	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Truman Middle
Title I Targeted Assistance School	No
Title I Schoolwide School	No
Program Improvement (PI) School	N/A
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Truman Middle School did not participate in the Title I program.

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 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.

Campus Description	
Year Built	1996
Acreage	20
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	2
Gymnasium	1
Fitness Lab*	1
Staff Lunch Room	2
Staff Work Room	2
Cafeteria with large outdoor shelter	1
Multipurpose Room/Performing Arts Center	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, and administrators patrol the remainder of the campus in the mornings to monitor student activities. During lunch, two campus security officers and the school administrators are present in the cafeteria and in common areas of the campus to supervise students. When students are dismissed for the day, teachers, campus security officers and the administrators monitor designated areas of the campus to ensure students leave in a safe and orderly manner. Truman Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in October 2005. 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. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards general requests to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. All requests for major projects are reviewed by the principal before submission to maintenance & operations. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian (senior custodian) and four full-time evening custodians are assigned to Truman Middle School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked a minimum of four times throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Truman Middle School on an annual basis 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 February 15, 2006.

School Site Inspection		
Most Recent Inspection: February 15, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	No	Repair HVAC in Building E, Room A47
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	In designated areas, replace stained/damaged ceiling tiles and repair chipped/cracked floor tiles
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	No	Repair roof leak in Building E, Room A46
Fire Safety	Yes	
Electrical (Interior & Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	N/A	

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

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 2004-05 school year, Truman Middle School did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Students at Truman Middle School are guided by school rules and behavioral 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

Suspensions & Expulsions

	Truman Middle		
	02-03	03-04	04-05
Suspensions (#)	383	490	432
Suspensions (%)	29.90%	40.40%	34.73%
Expulsions (#)	20	16	14
Expulsions (%)	1.56%	1.32%	1.13%
	FUSD Middle Schools		
	02-03	03-04	04-05
Suspensions (#)	2459	2585	2662
Suspensions (%)	26.23%	27.49%	27.70%
Expulsions (#)	115	69	85
Expulsions (%)	1.23%	0.73%	0.88%

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. A progressive discipline approach is taken when students continue having trouble following school rules. Classroom teachers review and discuss school rules, behavioral expectations, and consequences for poor behavior with students at the beginning of the school year. Schoolwide assemblies are held during the first trimester to share information and discuss current trends in student behavior. Each student is provided a student handbook which contains the school conduct code along with academic, behavioral, and safety policies. Each student is also provided with an agenda/planner for recording assignments and calendaring important dates as well as serving as a communications tool between parents and teachers. Throughout the year, students are reminded of their academic and behavioral responsibilities each trimester at schoolwide assemblies.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. As many as six students are selected by their teachers as the Student of the Day; students receive a certificate/coupon to a local restaurant. Once a week, teachers select two students from each grade level to be recognized as Student of the Week; students receive a special certificate. Two students from each grade level are selected each month by teachers for Student of the Month; students are invited to have lunch with the principal. The names of those students selected for daily, weekly, or monthly recognition are announced over the intercom system each morning. Students earning a 3.0 or higher grade point average receive free admission to the Honors Dance held once a trimester. Academic achievements are honored each trimester, and students earning perfect attendance are awarded certificates at the end of the school year.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. Students are invited to attend the after-school Rocket Club and join the basketball and soccer teams.

Class Size & Teaching Load

Truman Middle School maintained a schoolwide average class size of 30.3 students for the 2004-05 school year. The adjacent 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.

Instructional Time

During the 2004-05 school year, all instructional time offered at Truman Middle School exceeded state requirements. For the 2004-05 school year, Truman Middle School offered 180 days of instruction comprised of 136 regular days and 44 minimum days. Truman Middle School utilizes minimum days department meetings, grade level meetings, staff meetings, and parent conferences.

All instructional minutes offered at Truman Middle School during the 2004-05 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Truman Middle School offered a total of 57,724 minutes of instruction for the 2004-05 school year for all grade levels.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Classroom Management
- Science Adoption Training (K-6 level)
- Differentiated Instruction
- Language Arts Teaching Skills
- AB466 Training (Math & Reading)

Truman Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results, data analysis, and teacher input. During the 2004-05 school year, Truman Middle School held three staff development days that focused on:

- Edusoft Training
- Improving Instruction for English Learners
- Classroom Instruction That Works...What Works for Schools

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are

encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Truman Middle School's principal works closely with two assistant principals and the leadership team to lead the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations; however, many of the tasks and decision-making associated with running a middle school are shared with the assistant principals: Tammy Stringer and Drew Scherrer. Curricular issues are divided among the three administrators. Each of the assistant principals is assigned to and oversees student discipline of a student "village".

Mr. Paul Pagano has been principal of Truman Middle School for the past two years. Prior to joining Fontana Unified School District, Mr. Pagano served the Monrovia School District for 24 years as a teacher, counselor, and administrator at various schools. Principal Pagano is in the process of completing his doctorate in organizational leadership, holds a master's degree in clinical psychology and school counseling, a bachelor's degree in political science, has attained his Tier I and Tier II administrative credentials, and has received AB75 principal's training.

Supporting the principal in the decision-making process is the School Leadership Team, comprised of the principal, assistant principals, department and grade level leaders, and two counselors. The Leadership Team meets once a month to address policy changes, issues that affect student learning, and staff development needs. Department and grade level leaders service as a liaison between administration and teaching staff.

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 September 29, 2005, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/

Teaching Load Distribution Departmentalized Instruction				
2002-03				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	21.2	49	29	15
Math	23.4	18	20	12
Science	28.6	8	16	22
Social Science	29.1	6	16	20
2003-04				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.0	14	29	24
Math	31.6	3	14	20
Science	32.7	2	12	24
Social Science	33.8		11	23
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.0	12	39	19
Math	29.2	3	25	13
Science	30.7	3	20	17
Social Science	31.0	1	19	19

District Adopted Textbooks (Grade 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

language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

Library Resources

The school library is staffed by a full-time library technician and is open to students during school hours and one hour after school. The library features over 12,000 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. Eight 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 2004-05 school year, Truman Middle School had a total of 340 computers. Language arts classes and math classes each have 4 computers; social science and science classes are in the process of acquiring computers for classroom use. The school's two computer labs features 35 workstations each and are used for whole class instruction; lab computers offer web design, presentation, and drawing/art software programs. Two mini computer labs are located in each "village"; mini labs are used for reading intervention activities using the Riverdeep software program. Each teacher has a laptop and LCD projector to use as supplemental instruction tools and to integrate technology into the curriculum. Teachers access unitedstreaming™, a web-based educational digital video library, for visual references that create more powerful, engaging instruction.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Truman Middle 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 using research-based instructional materials and strategies.

The school's special education program is staffed by two special day class teachers who provide full-day instruction in Special Day classes. Two specialists for orthopedically impaired and severely handicapped are available for in-class support. Three resource specialist teachers provide small group and individualized instruction in the general education classroom and in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Level 1 and 2 English learners receive instruction in a self-contained classroom. Levels 3-5 are enrolled in an English Language Development (ELD) Class (replacing an elective course) which supplements regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Two bilingual aides provide in-class support and instruction, collaborating with the EL students' teachers to ensure individual learning needs are met. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Truman Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students who qualify for the Gifted and Talented Education (GATE) program through district testing are placed in designated classes to receive accelerated, challenging instruction. Some GATE students participate in the AVID (Advancement via Individual Determination) classes for honors-level instruction.

Truman Middle School's Advancement Via Individual Determination (AVID) is an elective class that prepares students for college eligibility and success. The program targets minorities, students who are academically "in the middle", socioeconomically disadvantaged, and student's from rural communities, and others that lack the "college-going" tradition in their families. All students are welcome to participate in this class that offers honors classes, focuses on notetaking skills and organizational skills, and emphasizes math and reading skills/strategies.

Truman Middle School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Language!: Supplemental during-school intervention for students scoring Far Below Basis or Below Basis on state and district assessments. Instruction is focused on increasing reading proficiency skills to meet state standards.
- Accelerated Reader/Accelerated Math: computer-based diagnostic assessment which monitors individual abilities and proficiency in language arts and math.
- Silent Sustained Reading (SSR): All students during second period class spent 20 minutes each day reading. Students are assessed on reading skills and fluency during language arts instruction.
- Riverdeep: a standards-based computer-based supplemental reading intervention program designed to provide individualized instruction to meet the learning needs of each student.
- Off-track Intersession: students in grades 2-5 receive four hours of instruction five days a week over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons.
- ELAP (English Language Acquisition Program): after-school language acquisition program for English Learners. Instruction is provided four days a week for one to two hours a day, depending on a student's individual needs.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Truman Middle School's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, Truman Middle School's teachers coordinate efforts to cover the absent teachers class during their prep periods.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Truman Middle School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Success Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	2	2.0
Psychologist	1	0.5
School Nurse	1	0.3
Health Assistant	1	1.0
Adaptive PE Specialist	1	1.0
Adaptive PE Aide	1	1.0
LSH Therapist	1	0.5
LSH Aide	1	0.5

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Truman Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Assignment

For the 2004-05 school year, Truman Middle School had 47 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Truman Middle	82.8
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels

2004-05

	Truman Middle	FUSD
	%	%
Doctorate	1.9	1.3
Master's Degree plus 30 or more semester hours	32.7	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	57.7	48.6
Bachelor's Degree	7.7	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Truman Middle			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	53	49	52	1818	1780	1911
Teachers with Full Credential	48	45	47	1603	1635	1771
Teachers in Alternative Routes to Certification	2	1	4	120	63	168
Pre-Internship	3	2	2	129	47	9
Teachers with Emergency Permits	5	1	1	261	56	34
Teachers with Waivers	0	0	1	23	0	2
Teachers Teaching Outside Subject Area	0	0	8	0	35	60
Teacher Misassignments - Total	N/A	51*	11	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	1	N/A	45	15
Teacher Misassignments for English Learners	N/A	51*	10	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table 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.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- | | |
|-----------------------------|-------------------------------|
| 21st Century | School Safety |
| Class Size Reduction | Smaller Learning Communities |
| Comprehensive School Reform | Special Education |
| Early Intervention | Staff Development |
| Dropout Prevention | State & Federal Preschool |
| Gifted & Talented Education | Supplemental Technology |
| High Priority Schools | Tenth Grade Counseling |
| Instructional Materials | Title I, III, & V |
| Parent Education | Tobacco Use Prevention |
| Peer Assistance & Review | Career & Vocational Education |
| Reading First | |
| School Improvement | |

Salary Comparison

2003-04

	State Average of Districts in Same Category	
	FUSD	Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127