

Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600

Harry S. Truman Middle School



16224 Mallory Drive, Fontana, CA 92335 • (909) 357-5190

Serving grades Six through Eight • CDS Code: 36-67710-6113351

<http://www.fusdweb.com/sites/middle/truman/default.aspx>

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2018-2019 School Accountability Report Card

Board of Education

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Marcelino "Mars" Serna, Vice President
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District Administration

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Student Services

Martin Sissac
Chief of School
Police Services

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



District Vision

Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment



Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

Mission Statement

Preparing every student for the world of tomorrow, today.

School Profile (School Year 2019-20)

Truman Middle School has a supportive staff that involves all stakeholders in the creation and review of its school plan. We are the only middle school that offers a French class and a STEM rotation (elective wheel).

Sixth grade students share the same teachers for core content classes. The team structure enables teachers to 1) effectively collaborate in Professional Learning Communities and 2) create a sense of community for the students.

Principal's Message

The staff at Truman Middle School is committed to the safety and education of approximately 1,100 students. Our school, now 23 years old, is located in San Bernardino County. School colors are burgundy and green, and the mascot is a Timberwolf. As a school focusing on Positive Behavioral Interventions and Support (PBIS), we instill in our students our Timberwolf Creed of being Ready, Respectful, and Responsible. We celebrate our students' achievements. Follow us on Twitter: @FUSD_TrumanMS.

The School Accountability Report Card (SARC) is designed to provide information on student achievement, parent involvement, school culture, climate, instructional programs, curriculum implementation, highly qualified teachers, and support staff. Please contact us with your questions, comments, and concerns.

School Enrollment

The charts display student enrollment broken down by student group and grade.

Enrollment Trend by Grade Level			
	2016-17	2017-18	2018-19
6th	395	419	354
7th	388	400	420
8th	387	386	399
Total	1,170	1,205	1,173

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0.2
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0.1
White	3.8
Two or More Races	0.4
EL Students	28.1
Socioeconomically Disadvantaged	94.8
Students with Disabilities	13.6
Foster Youth	1.2
Homeless	0.9

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

School Facilities (School Year 2019-20)

Age & Condition of Facilities

Truman Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1996, the school sits on 20 acres and includes a library, 45 permanent classrooms, three portable classrooms, two computer labs, two mini computer labs, a music room, a gym, a staff lunch room, a multipurpose room, and a large outdoor shelter/lunch arbor. Classroom buildings are divided into two "villages." Each village has common areas designated for computer lab activities and instruction.

Campus Supervision

School staff have established a proactive relationship with students - establishing a "presence of peace" on campus. One full-time school 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, the campus security officers, noon aides, and school administrators are present in the cafeteria and in common areas of the campus to supervise students. When students are dismissed for the day, teachers, campus security officers, and administrators monitor designated areas of the campus to ensure students leave in a safe and orderly manner. Truman Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines.

Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. One full-time day custodian (senior custodian) and three full-time evening custodians are assigned to Truman Middle School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order.

Each morning before students arrive on campus, the day custodian, assistant principal and principal inspects facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked a minimum of four times throughout the day and cleaned as needed.

The principal and custodial department communicate regularly regarding campus maintenance and safety issues. Daily housekeeping and cleaning take place in the evening. When students and staff are on school break, custodial teams focus on deep cleaning of carpets, floors,

windows, restrooms, and other major components of the campus. An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. All requests for major projects are reviewed by the principal or assistance principal before submission to maintenance & operations. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers , replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: installation of maintenance roof system to multiple permanent buildings site-wide.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in October 2019.

School Facility Conditions				
Date of Last Inspection: 03/22/2019				
Overall Summary of School Facility Conditions: Exemplary				
Data Collected: October, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			RM A 32: CABINET IS BROKEN AT SINK AREA. P- RM P3: FLOOR TILES ARE CRACKED WITH HOLES/ TRIP HAZARD. RM B16: LAMINATE IS BROKEN ON COUNTER. RM A 40, P-RM P2: WATER STAIN CEILING TILES. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			P-RM P2: DRY ROT ON SKIRTING. (Work order submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place in August 2019. Results of the inspection and corrective action taken by the district are provided in the table. Items noted as "remedied" have been fixed. All deficiencies had work orders generated for repairs.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 08/27/2019		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
PE Area/Fields/Athletic Courts	Windows/Doors/Gates/Fences	Sections of fence damaged or missing (work order #20314)
Lunch Area	Restrooms	Electric hand dryers are damaged or broken (work order #20312)

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	49	54	54	1735
Without Full Credentials	2	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	1	0	2	4

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	0	0

Instructional Materials (School Year 2019-20)

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 18, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

History/Social Studies & Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in spring of 2019, and grades Kindergarten through five is planned for early 2020. The adoption of Science curriculum for all grades is planned for the 2020-2021 school year.

Middle School Advanced Math Curriculum

The Integrated Math curriculum has been adopted at the local level for use in grades nine through twelve; yet has not been adopted by the state for use at the middle school level. In order to meet the educational needs of advanced students, the middle schools of Fontana Unified offer the opportunity to take the high school course Integrated Math 1 in 8th grade.

Quality, Currency, & Availability

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: September, 2019						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
6th-8th	English/Language Arts, English Language Development	McGraw-Hill	StudySync	2016	Yes	0.00%
6th	History/Social Science	Teacher's Curriculum Institute	History Alive: The Ancient World	2019	Yes	0.00%
7th	History/Social Science	Teacher's Curriculum Institute	History Alive: The Medieval World and Beyond	2019	Yes	0.00%
8th	History/Social Science	Teacher's Curriculum Institute	History Alive: The US Through Industrialism	2019	Yes	0.00%
8th	Integrated Mathematics	Houghton Mifflin	Integrated Math	2015	No	0.00%
6th-8th	Mathematics	Big Ideas Learning	Big Ideas Math	2014	Yes	0.00%
6th	Science	Houghton Mifflin	California Science	2007	No	0.00%
7th	Science	Prentice Hall	Focus on Life Science	2007	No	0.00%
8th	Science	Prentice Hall	Focus on Physical Science	2007	No	0.00%
8th	French	Vista Higher Learning	Daccord Level 1	2015	No	0.00%
6th-8th	Spanish	McGraw-Hill	Asi Se Dice	2017	No	0.00%

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classroom tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress										
Subject	Percent of Students Meeting or Exceeding the State Standards									
	School			District			State			
	2017	2018	2019	2017	2018	2019	2017	2018	2019	
English Language Arts/Literacy (Grades 3-8 and 11)	21	23	29	33	38	41	48	50	50	
Mathematics (Grades 3-8 and 11)	11	13	16	19	23	26	37	38	39	
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--	

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	1137	1133	99.65	0.35	29.13	1134	99.74	0.26	15.7
Male	599	596	99.50	0.50	24.5	598	99.83	0.17	15.72
Female	538	537	99.81	0.19	34.26	536	99.63	0.37	15.67
Black or African American	28	28	100.00	0.00	17.86	27	96.43	3.57	11.11
Hispanic or Latino	1045	1041	99.62	0.38	28.72	1043	99.81	0.19	15.53
White	42	42	100.00	0.00	33.33	42	100.00	0.00	11.9
Socioeconomically Disadvantaged	1070	1067	99.72	0.28	28.96	1067	99.72	0.28	15.37
English Learners	579	577	99.65	0.35	17.85	579	100.00	0.00	8.81
Students with Disabilities	137	136	99.27	0.73	2.94	136	99.27	0.73	1.47
Homeless	12	12	100.00	0.00	0	12	100.00	0.00	0

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2018-19)

In the spring of each year, the District is required by the state to administer a physical fitness test to all students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas.

This table displays by grade level the percent of students at the school meeting fitness standards (scoring in the “healthy fitness zone” on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.8%	19.2%	18.5%

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

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2019-20)

Parent participation is an essential component of our community. Our students' parents volunteer in classrooms, the library, main office, and are an adult presence during lunch time.

Parents actively participate on the School Site Council (SSC), the African-American Parent Advisory Committee, and the English Learner Advisory Committee (ELAC). Parents offer input and make recommendations on curricular programs and school activities. Our Coffee & Cookies with Kim meetings provide parents opportunities to share ideas on making TMS a safe place to learn. Parents are encouraged to attend annual events such as Parent-Teacher Conferences, IEP meetings, and Parent Leadership Seminars.

School-to-home communication is provided verbally and in written form in both English and Spanish:

- The principal uses a mass email program to inform parents of upcoming events and student recognitions, such as Timberwolf of the Month and Awards Assemblies.
- Our school website (<http://www.trumantimberwolves.com>) features a message from the principal, a calendar of events, and announcements.
- The school marquee also displays events and announcements, such as parent nights and spirit days.
- An automated parental notification system, allows school staff to send student-specific and general broadcast messages home in multiple languages as a voice and email message.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Truman Middle School has embraced a proactive approach to school-wide discipline known as Positive Behavioral Interventions and Supports (PBIS). The program is meant to reinforce the positive behaviors of students who meet behavior expectations, and instill those behaviors in students who need extra support to reach school-wide expectations of being ready, respectful, and responsible. Students will earn rewards and special privileges when they exhibit positive behavior. Likewise, students will be redirected and provided other means of correction when they do not live up to the school's behavioral expectations.

Truman Middle School uses a progressive discipline approach when dealing with student misconduct. Classroom teachers use class rules and classroom code of conduct charts to manage behavior in their classrooms. The school has implemented a tardy policy that includes lunch reflections, restorative practices, parent conferences, behavioral contracts, and referrals to administration. Behavior assemblies are held each month to share information and discuss school policies that include bullying, sexual harassment, drugs, fights, and other important issues.

Each student is provided with a student handbook that contains the school code of conduct along with academic, behavior, and safety policies. Students are also given a planner for recording assignments and calendaring important dates. The planner also serves as a hall pass and can serve as a communication tool between teachers and parents. Every student has the opportunity to be recognized for outstanding academic efforts and for good citizenship. One student from each grade level is selected monthly to be Timberwolf of the Month. These students are recognized for meeting schoolwide expectations. Students receiving the Timberwolf of the Month award will have their pictures on the school's website and marquee, posted in the administration office, recognized on Twitter, and during the morning announcements.

At the end of each semester, students receive awards for academic excellence, attendance, and citizenship, and awards ceremonies are planned in their honor. The after-school program and student clubs feature athletic and academic activities. These programs include the Builder's Club, Where Everybody Belongs (WEB), Band Club, Garden Club, Brothers and Sisters in Christ (BASIC) Club, Adventure Club, Yearbook Club, soccer teams, basketball teams, and volleyball teams. Students are invited to become active and join the after-school and lunch clubs and to be a part of the after-school program.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	3.96	2.21	1.20	0.00	0.00	0.00
District	4.20	3.88	3.20	0.08	0.04	0.10
State	3.65	3.51	3.50	0.09	0.08	0.10

Safe School Plan (School Year 2019-20)

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 August 2019. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
17	18	19	17	18	19	17	18	19	17	18	19	
By Grade Level												
6	25	25	24	12	15	16	48	44	38	5	10	9
By Subject Area												
English	20	20	22	26	28	22	14	6	7	9	15	16
Mathematics	20	18	17	24	27	35	16	13	18	3	10	3
Science	29	25	26	3	8	9	14	14	5	10	9	17
Social Science	30	25	27	4	8	7	5	12	7	17	11	16

Counseling & Support Staff (School Year 2018-19)

Truman Middle School makes every effort to meet the academic, social/emotional, college/career and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services.

Both counselors possess Master's degrees. They also have a combination of over 30 years of middle school counseling experience. Our Climate and Culture Coach promotes restorative justice practices and assists in reducing misbehavior, bullying, and violence. Their goal is to provide outstanding service to both students and their families by making themselves available and easily accessible. Counselors utilize the Naviance system, a college and career readiness platform to emphasize college and career goals with students.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Truman Middle 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.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselor to Student Ratio	
2018-19	
Average Number of Students per Academic Counselor	
Academic Counselor(s)	587

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2	2.0
Library Media Services Staff (Paraprofessional)	1	1.0
Nurse	1	0.3
Psychologist	1	1.0
Speech/Language/Hearing Specialist	1	1.0

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

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

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that any professional development opportunity was available to staff including both full and partial days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	76	171	273

Additional Internet Access/Public Libraries

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

District Revenue Sources (Fiscal Year 2018-19)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Learning & Safe Neighborhood Partnerships
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

District Expenditures (Fiscal Year 2017-18)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,878
From Supplemental/Restricted Sources	\$1,637
From Basic/Unrestricted Sources	\$5,240
District	
From Basic/Unrestricted Sources	\$5,731
Percentage of Variation between School & District	-8.6%
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	-30.2%

Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2017-18		
	District	State
Beginning Teachers	\$47,739	\$48,612
Mid-Range Teachers	\$80,449	\$74,676
Highest Teachers	\$102,495	\$99,791
Elementary School Principals	\$121,535	\$125,830
Middle School Principals	\$121,535	\$131,167
High School Principals	\$133,944	\$144,822
Superintendent	\$250,000	\$275,796
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	4.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$111,006
District	\$84,509
Percentage of Variation	31.3%
School & State	
All Unified School Districts	\$82,403
Percentage of Variation	34.7%

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).