

Fontana Unified School District

Harry S. Truman Middle

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

Miki R. Inbody
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DISTRICT INFORMATION

Fontana Unified School District
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Fontana, CA 92335
(909) 357-7600

BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student 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.

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).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

DISTRICT MISSION

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

DISTRICT VISION

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

CORE VALUES

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

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.

DISTRICT GOALS

- 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

SCHOOL STATEMENTS

Principal's Message:

The staff at Truman Middle School is committed to the safety and education of approximately 1,000 students. Our school, now 26 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 Supports (PBIS), we instill in our students our Timberwolf Creed of being Ready, Respectful, and Responsible to improve school safety. We teach positive behavior strategies and 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 PROFILE

Truman Middle School provides qualified support staff who collaborate with parents and the community in ensuring that students' reach their full potential. We identify students early, implement interventions, and continuously monitor students to ensure success. 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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	49
Male	51
Non-Binary	
American Indian or Alaska Native	
Asian	0.6
Black or African American	3.5
Filipino	0.1
Hispanic or Latino	91.8
Native Hawaiian or Pacific Islander	0.4
White	3.2
Two or More Races	0.4
EL Students	33.6
Foster Youth	0.7
Homeless	2.3
Military	
Socioeconomically Disadvantaged	87.9
Migrant Education	
Students with Disabilities	14.5

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
6th	301
7th	359
8th	350
Total	1,010

CONDITIONS OF LEARNING

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.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.80	65.85	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	1.45	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.39	19.70	1.15	12,115.80	4.41
Unknown	15.60	32.29	407.00	23.67	18,854.30	6.86
Total Teaching Positions	48.30	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.00	93.11	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.44	31.90	1.82	11,953.10	4.28
Unknown	3.00	6.41	87.80	5.02	15,831.90	5.67
Total Teaching Positions	47.30	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.70	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.20
Total Out-of-Field Teachers	0.10	0.20

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

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.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/24/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	P- RM P3: 4. FLOOR TILES ARE CRACKED WITH HOLES/ WATER STAIN CEILING TILE. RM A 9: 4. FORMICA IS MISSING AT SINK. WEBER HALL/ MPR: 4. WALLPAPER IS LOOSE BY STAGE. HEALTH, P-RM P2: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	P- RM P3: 12. DRY ROT ON SKIRTING.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Age and 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, 47 permanent classrooms, three portable classrooms, a music room, a gym, a staff lunch room, a multipurpose room, and a large outdoor shelter/lunch arbor.

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 available 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. District safety officers (DSO), teachers, and administrators patrol the remainder of the campus in the mornings to monitor student activities. During lunch, the school site aides, DSOs, and school administrators are present in common areas of the campus to supervise students. When students are dismissed for the day, teachers, DSOs, 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 every class period 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 a school clerk who forwards all work orders to the district's maintenance department. The department 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 and 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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, 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 according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. 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.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts, English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
	Grade: 8th / Course: Integrated Mathematics / Publisher: Houghton Mifflin / Series: Integrated Math / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
	Grade: 7th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Medieval World and Beyond / Adoption: 2019	Yes (State)	0
	Grade: 8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The US Through Industrialism / Adoption: 2019	Yes (State)	0
Science	Grades: 6th-8th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 6th-8th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	26	34	47
Mathematics (Grades 3-8 and 11)	11	18	33
Science (Grades 5, 8, and 10)			

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,005	995	99.00	1.00	26.18
Male	519	517	99.61	0.39	19.77
Female	485	477	98.35	1.65	32.98
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	34	34	100.00	0.00	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	917	911	99.35	0.65	26.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	30	90.91	9.09	23.33
Two or More Races	--	--	--	--	--
EL Students	327	325	99.39	0.61	6.79
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	22.73
Military	20	18	90.00	10.00	33.33
Socioeconomically Disadvantaged	873	867	99.31	0.69	24.51
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	147	145	98.64	1.36	4.90

Assessment Results by Student Group - Mathematics

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,008	998	99.01	0.99	11.32
Male	519	517	99.61	0.39	11.41
Female	488	480	98.36	1.64	11.25
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	34	34	100.00	0.00	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	920	913	99.24	0.76	11.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	30	90.91	9.09	10.00
Two or More Races	--	--	--	--	--
EL Students	328	326	99.39	0.61	0.61
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	0.00
Military	20	18	90.00	10.00	16.67
Socioeconomically Disadvantaged	876	869	99.20	0.80	10.93
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	147	145	98.64	1.36	2.76

Assessment Results by Student Group - Science

2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	340	339	99.71	0.29	11.87
Male	184	184	100.00	0.00	14.29
Female	155	154	99.35	0.65	9.09
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	312	311	99.68	0.32	11.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	15.38
Two or More Races	--	--	--	--	--
EL Students	105	104	99.05	0.95	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	306	305	99.67	0.33	11.22
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	46	46	100.00	0.00	2.17

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to 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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	97	98	97	98	98

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1,085	1,056	413	39.1
Female	524	512	184	35.9
Male	560	543	228	42
Non-Binary				
American Indian or Alaska Native	1	0	0	0
Asian	7	7	0	0
Black or African American	38	38	23	60.5
Filipino	1	1	0	0
Hispanic or Latino	989	965	370	38.3
Native Hawaiian or Pacific Islander	6	6	5	83.3
White	37	34	14	41.2
Two or More Races	5	4	1	25
EL Students	375	366	145	39.6
Foster Youth	11	10	3	30
Homeless	30	29	11	37.9
Military				
Socioeconomically Disadvantaged	959	935	375	40.1
Migrant Education	0	0	0	0
Students with Disabilities	168	163	77	47.2

PARENT ENGAGEMENT

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

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) and the English Learner Advisory Committee (ELAC). Parents offer input and make recommendations on curricular programs and school activities. Our Coffee and Cookies with Kim (Coffee with the Principal) 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 text messages and 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 (<https://www.fusd.net/Domain/41>)
- 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 via voicemail, text, and email messages.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. 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

SUSPENSIONS AND 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. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	2.05	0	1.47	0	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	1.47	0
Female	1.53	0
Male	1.43	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	10.53	0
Filipino	0	0
Hispanic or Latino	1.11	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	1.07	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	1.67	0
Migrant Education	0	0
Students with Disabilities	2.38	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL 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 completes 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 and 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. 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 - ten 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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	505

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	1.0

COUNSELING AND SUPPORT SERVICES

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. 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 Area (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 students based upon their individualized education plan (IEP). Truman Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services, special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
6th	22	17	19	55	70	56	21	25	25	24	11	13
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	24	23	19	18	17	30	9	11	20	12	11	1
Mathematics	24	24	22	19	14	18	17	17	20	6	7	2
Science	28	30	24	7	3	14	9	12	15	12	9	6
Social Science	28	30	27	5	3	5	11	8	13	12	13	8

DISTRICT REVENUE SOURCES

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. 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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,075
School: From Supplemental/Restricted Sources	\$ 1,788
School: From Basic/Unrestricted Sources	\$ 5,288
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-12.7 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-19.81 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES

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.

2020-21 Average Teacher Salary	
School	\$ 94,484
District	\$ 89,523
Percentage of Variation between School & District	5.54 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	10.68 %

DISCIPLINE AND 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 earn rewards and special privileges when they exhibit positive behavior. Likewise, students will be counseled, mentored, 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 addressing 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 includes progressive discipline guidelines, 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 following clubs and teams: Band, BASIC, Cheer, Minecraft, soccer, basketball, and volleyball. Students are invited to become active and join the afterschool and lunch clubs and to be a part of the afterschool program.