

FONTANA UNIFIED SCHOOL DISTRICT

SEQUOIA MIDDLE SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades 7-8
Anne Roth, Principal
9452 Hemlock Avenue - Fontana, CA 92335
(909) 357-5400 - FAX (909) 357-5419

2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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Division of Student Support

Contents

Principal's Message
District Goals
Parent Involvement
School Profile
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures

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 instructional materials were acquired October 2006 and school facilities information was acquired in June 2007.

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and community members with information about Sequoia Middle School's instructional programs, intervention programs, academic achievement, materials and facilities. Also included in the Report Card is information about the Fontana Unified School District.

Parents and community play a key role in the success of Sequoia Middle School. Understanding the school's educational program, the state standards, and how we develop and deliver the curriculum can assist both school and community in ongoing collaboration for program improvement.

The entire staff at Sequoia is committed to providing the best educational program possible for our students. Our staff is dedicated to ensuring that Sequoia Middle School maintains a safe, friendly and stimulating environment. This enables students to be actively involved in their lessons, their learning, and responsible for their academic progress. By using research-based effective instructional strategies, our highly committed staff is able to deliver an excellent program. Our programs are designed by analyzing data to meet the needs of our diverse population. Further, we extend these programs and activities beyond the normal school day to ensure student success. Together, with everyone's hard work, our students will develop a sound academic foundation to meet future challenges with pride and accomplishment.

Parent Involvement

Parents are encouraged to get involved in Sequoia 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 or chaperone field trips. All parents are invited to participate in school events and activities which 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. The Guidance Advisory Committee welcomes parents to get involved in organized efforts to resolve issues impacting the social and personal growth of Sequoia Middle School's students. Throughout the year, parent education classes are held that offer assistance and helpful strategies that parents can implement at home in supporting their child's learning process. Information about parent workshops can be obtained from the school counselor at (909) 357-5400.

All school-to-home communication is provided in English and Spanish and takes place in a variety of formats. The school newsletter is issued at the beginning of each trimester and features information on classroom activities, schoolwide programs, student recognition, upcoming events, and day-to-day information. School flyers and the school marquee are used for special announcements and reminders. Parents may visit the school website (www.fusd.net/schools/MiddleSchool/Sequoia/index.stm) for general information. ConnectEd is an Internet-based telephone messaging system that forwards important announcements to each student's home. Parents may use their student's Agenda (school planner) to communicate daily with their child's teachers regarding class assignments and academic progress. Parents seeking more information on school programs or to become an active member of the school community may contact the principal at (909) 357-5400.

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

Sequoia Middle School is a single-track, year-round school serving 1,403 students in seventh and eighth grade. A standards-based curriculum focusing on the individual needs and learning levels of each student is provided by highly trained, qualified teachers who understand the unique needs of middle school students. Staff, students, and parents are held to high standards and expectations in meeting academic goals and state proficiency targets.

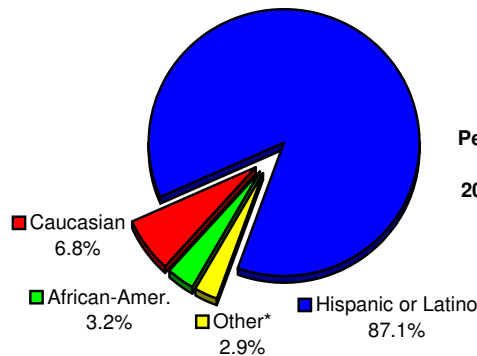
Sequoia Middle School counseling staff have earned national and state recognition for their outstanding support programs. Most recent honors include:

2004-05 Recognized ASCA Model Program (RAMP) Recipient
American School Counselor Association

2005 Golden Bell Award Recipient
School Counseling Program
California School Boards Association

2006 Outstanding School Counselor of the Year
Nancy Jarman-Dunn
California Association of School Counselors

2005-06 Best in the West Winner
California Counselor Leadership Academy
3 Consecutive Years Presenting Outstanding Support Personnel Accountability Report Card (SPARC)



Percentage of Students by Ethnicity
2005-06 Enrollment: 1,403

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

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Sequoia			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	29	34	36	29	27	28	43	41	42
Math	38	39	37	39	41	39	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Sequoia 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

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth through eighth grades are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with 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 Sequoia Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

CAT/6 Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06

	Sequoia						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	46	*	*	*	33	*	59
Math	43	*	*	*	34	*	63

*Fewer than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results Other Numerically Significant Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06

	Sequoia					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	33	40	13	35	6	*
Math	38	37	17	35	5	*

District-Administered Assessments Percentage of Students Scoring at Proficient & Advanced Levels

	2003-04	
	7	8
Grade	7	8
Reading	20%	19%
Math	15%	57%
Writing	35%	52%
2004-05		
Grade	7	8
Reading	32%	23%
Math	20%	54%
Writing	33%	32%
2005-06		
Grade	7	8
Reading	51%	38%
Math	34%	34%
Writing	45%	53%

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.

Standardized State Assessments

Students at Sequoia 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 Apenda 3 (as of 2005-06), 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. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Sequoia			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	21	25	28	20	25	28	36	40	42
Math	18	20	23	23	26	27	34	38	40
Science			26	9	11	18	25	27	35
History	17	17	16	16	18	17	29	32	33

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

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/>.

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Sequoia						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	24	45	*	*	26	*	46
Math	20	45	*	*	21	*	42
Science	11	*	*	*	25		36
History	11	*	*	*	15		29

**Fewer than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

Physical Fitness

In the spring of each year, Sequoia 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."

Upon completion of the 2005-06 fitness exam, 22.5% of seventh grade students tested were in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

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 state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Sequoia					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	25	32	7	26	2	*
Math	24	23	8	22	2	*
Science	31	21	8	24	0	
History	18	14	2	12	0	

Academic Performance Index (API) Three-Year Performance Comparison

	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank	663	3	3	3
Similar Schools Rank	663	7	6	8
Results	2006 API Score	Increase/Decrease in API		
		03-04	04-05	05-06
Schoolwide - All Students	663	11	20	8
Ethnic Subgroups				
Hispanic or Latino	652	12	26	5
Other Subgroups				
Economically Disadvantaged	652	15	18	17
English Learners	613	**	**	5
Students with Disabilities	413	**	**	24

***A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.*

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 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Sequoia Middle School did not meet all 2006 AYP criteria; AYP targets were achieved in one out of five subgroups. Since Sequoia Middle School currently does not participate in the Title I Program, the school is not required to enter Title I Program Improvement status.

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 attending PI schools may transfer to a non-PI school within their district. 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/.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Sequoia	FUSD
Overall School Results	No	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	Yes
2005-06 Target Rate - 24.4%		
Math	No	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		
Graduation Rate*	N/A	No

*Graduation Rate applies to grades 9-12 only.

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 of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2005-06, Sequoia 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/.

Title I Program Improvement (PI) Status

	Sequoia	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-07
Year in PI	N/A	1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		9
Percent of Schools Currently identified for PI		22.0

School Facilities & Safety

Sequoia Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1957; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Supervision

Each morning as students arrive on campus, a minimum of eight staff members are responsible for monitoring student activities. Two security officers, teachers, the school resource officer, and administrators are stationed at strategic locations on campus to ensure arriving students are proceeding to their classes responsibly. During lunch, two campus security officers, a counselor, and administrators circulate between the cafeteria and student gathering areas. When students are released for the day, assigned teachers, the school resource officer, campus security officers and administrators are assigned to designated areas to ensure students either travel to after-school activities or leave campus in a safe and orderly manner. Sequoia 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 July 2006. 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 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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession or 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. 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.

Campus Description

	Qty.
Year Built	1957
Acreage	18.76
Square Footage	96,752
# of Permanent Classrooms	47
# or Portable Classrooms	10
# of Restrooms (student use)	3 sets
Parent Education Center	1
Library	1
Computer Lab	2
Gymnasium	1
Science Lab	3
Cafeteria	1

School Site Inspection
Most Recent Inspection: August 23, 2006

Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	No	2nd Floor D-Wing - no heating/air conditioning in room; was a storage room converted into office/room.
Windows/Doors/Gates (Interior & Exterior)	No	Lab 24 - need locks to both doors that enter supply of chemicals for lab.
Interior Surfaces (Walls, Floors, & Ceilings)	Yes	
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	No	Walkways between Rooms 20-21 and 16-17 - sagging - possible dry rot.
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	Room 13 - broken electrical outlet. Lab 24 - outlets along sink are not GFI (has been corrected). Rooms 27-a, P-9, T-13, and Storage Rooms D-4 and D-5 - ceiling lights burnt out and missing light covers.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Nurse - inadequate hot water pressure at both sinks.
Restrooms	No	Girls Locker Room - graffiti on door in toilet stall.
Sewer	Yes	
Playgrounds/School Grounds	No	Field Bleachers - need of paint.
Other	No	Rooms 13, D-10, and P-10 - pencil sharpener cover missing and possible roof leak or pipe leak. Room T-13 - graffiti on speaker on side of building. Cafeteria - chair lift works going up but not down.

*100% of restrooms fully operational during the 2005-06 school year.
 Deficiencies noted in the school site inspection report were corrected immediately by the district's maintenance department.*

One full-time day custodian and three full-time evening custodians are assigned to Sequoia 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, secretary and assistant principal inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked for cleanliness by the custodian at designated 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 facilities and operating systems at Sequoia Middle School at least twice a year. A formal inspection report is filed annually 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 August 29, 2006. Deficiencies noted in the school site 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 2005-06 school year, Sequoia Middle School received \$3,698 in deferred maintenance funds to repair asphalt and concrete throughout the campus and to repair/install flooring.

Classroom Environment

Discipline & Climate for Learning

Students at Sequoia Middle School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Students are motivated to understand the importance of good decision-making, coping with and learning from their mistakes, and developing a positive thought process to make better choices when faced with challenging situations in the future.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to principal's office. When administering consequences, the principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

	Suspensions & Expulsions		
	Sequoia		
	03-04	04-05	05-06
Suspensions (#)	284	309	254
Suspensions (%)	20.34%	22.57%	18.10%
Expulsions (#)	6	14	9
Expulsions (%)	0.43%	1.02%	0.64%
	FUSD Middle Schools		
	03-04	04-05	05-06
Suspensions (#)	2585	2662	2199
Suspensions (%)	27.49%	27.70%	21.83%
Expulsions (#)	69	85	75
Expulsions (%)	0.73%	0.88%	0.74%

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.

Each student is provided with an Agenda at the beginning of the school year; the Agenda outlines distinct policies, school rules, and behavioral expectations. Students may use the Agenda to record assignments; parents may use the Agenda to communicate with their child's teachers regarding class assignments and academic progress. Assemblies are held once a month to address school rules and behavioral expectations with newly arriving students.

Teaching staff start off the first day of the school year with lessons in character education. In each of their classes, teachers introduce and discuss certain behaviors based on "life laws" - diligence, respect, and responsibility. Throughout the year, each department takes turns each month to reinforce a specific behavioral trait during class lessons. For example, teachers in the math department may be responsible for discussing "respect" at the end of their math classes. During the first few months of the school year, counselors visit the classroom to discuss conflict resolution strategies and career portfolios; at the end of the year counselors visit classrooms again to follow up on career portfolios and discuss post-high school planning and preparation.

Responsible students may be recommended to participate in the Peerleader elective course to receive leadership and peer mediation training from certificated staff and school counselors. Participating students are available to help fellow students with mild social issues and are trained to recognize situations that require adult intervention. Both self-referred and teacher-referred students must apply and interview with school staff prior to enrollment in the Peerleader course.

Every student has the opportunity to be recognized for outstanding academic efforts, attending school regularly, and demonstrating good citizenship. Students demonstrating and applying "life laws" into daily behavior are nominated by their teachers for "Student of Month" and "Reward Program" recognition. Those individuals selected for "Student of the Month" are announced at school assemblies. At the end of each trimester, one student per class is selected for "Reward Program"; selected students are invited to a special activity or field trip. At the end of each trimester, Sequoia Middle School celebrates

students at schoolwide assemblies for achieving Honor Roll and maintaining perfect attendance; students are presented with a pin or medal in recognition for their outstanding efforts.

Instructional Time

During the 2005-06 school year, all instructional time offered at Sequoia Middle School exceeded state requirements. For the 2005-06 school year, Sequoia Middle School offered 180 days of instruction comprised of 161 regular days and 19 minimum days. Sequoia Middle School utilizes minimum days for grading district assessment tests, parent conferences, and testing.

All instructional minutes offered at Sequoia Middle School during the 2005-06 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Sequoia Middle School offered a total of 57,682 minutes of instruction for the 2005-06 school year.

Class Size & Teaching Load

Sequoia Middle School maintained a schoolwide average class size of 28.9 students for the 2005-06 school year. The following 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.

Teaching Load Distribution Departmentalized Instruction				
2003-04				
Subject	Avg. Class Size	Number of Class Sections		
		1-20	21-32	33+
English	29.5	9	39	24
Math	31.6	5	12	28
Science	32.1	3	12	28
Social Science	32.0	3	13	24
2004-05				
Subject	Avg. Class Size	Number of Class Sections		
		1-20	21-32	33+
English	27.5	8	52	13
Math	29.7	3	22	18
Science	28.8	3	37	7
Social Science	28.6	3	33	7
2005-06				
Subject	Avg. Class Size	Number of Class Sections		
		1-20	21-32	33+
English	27.1	11	44	7
Math	28.7	6	25	15
Science	30.5	5	20	21
Social Science	31.2	3	21	20

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 2005-06 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Health Adoption Training (K-5, 7 & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Shining Star Adoption Training

Sequoia 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 2005-06 school year, Sequoia Middle School held three staff development days that focused on:

- Using Data to Improve Instruction and Student Achievement
- Professional Learning Communities
- Developing a Culture and Process for Monitoring Student Learning
- OARS Training

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

Sequoia Middle School's principal works closely with two assistant principals and the Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Anne Roth is responsible for overall administration of Sequoia Middle School. Many of the tasks and decision-making responsibilities are shared and delegated to Assistant Principal Delia Fant and Assistant Principal J.J. Francoise. Both assistant principals share oversight of student discipline and staff evaluations. Drawing upon their individual strengths, one assistant principal oversees attendance and student recognition, and the other oversees the English Learner programs and school safety.

Ms. Anne Roth has been principal of Sequoia Middle School for the past six years (as of 2005-06) and serving the Fontana Unified School District for 25 years, holding positions as an instructional aide, classroom teacher, and school administrator. Professional certifications include a master's degree in administration, a bachelor's degree in liberal studies, and Tier I and Tier II administrative credentials.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principals, department representatives, counselors, English learner site monitor, and after-school tutoring representative. The Leadership

Team meets once a month to help make decisions concerning the curricular and operational directions of the school, discuss interventions based upon analysis of student assessment data, discuss strategies in rewarding student achievement, and identifying staff development needs based upon teacher input. Department representatives serve as a liaison between administration and teaching staff as well as providing instructional leadership in the implementation of school programs.

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, 2006, 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. 06-54 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, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 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 available for science laboratory classes offered in grades 9-11 inclusive.

Library Resources

The school library is staffed by a full-time librarian and is open from 7:00 a.m. to 3:30 p.m. Students have access to supplemental resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Ten Internet-accessible computers are available for online research and preparing reports using word processing software. Teachers determine when to integrate library visits into class lesson plans. Students may visit the library independently before school, during lunch, and after school.

District Adopted Textbooks (Grade 6-8)			
Subject	Publisher	Grades	Year Adopted
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	6-8	2003
	Hampton Brown: <i>High Point</i>	6-8	2003
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	6	2001
	Prentice Hall: <i>Pre-Algebra</i>	7-8	2001
	Prentice Hall: <i>Algebra I</i>	7-8	2001
	McDougal Littell: <i>Geometry</i>	7-8	N/A
Science	Prentice Hall: <i>Focus on Earth Science</i>	6	2001
	Prentice Hall: <i>Focus on Life Science</i>	7	2001
	Prentice Hall: <i>Focus on Physical Science</i>	8	2001
Social Science	Holt, Rinehart & Winston: <i>Ancient Civilizations</i>	6	2006
	Holt, Rinehart & Winston: <i>Medieval to Early Modern Times</i>	7	2006
	Holt, Rinehart & Winston: <i>U.S. History Independence to 1914</i>	8	2006

Technology Resources

During the 2005-06 school year, Sequoia Middle School had a total of 345 computers; all classrooms had Internet access. On average, each language arts classroom has five computers and all other classrooms have three computers each; classrooms computers are typically used for research, word processing, and accessing Study Island (standards-based enrichment in a test-type environment). The school's computer lab features 40 Internet-accessible workstations and is used for whole-class instruction for research activities, completing special projects and student portfolios, and accessing web-based instructional resources such as unitedstreaming™ (a web-based educational digital video library of visual references). Teachers identify and determine best strategies to integrate student use of technology into the curriculum.

Sequoia Middle School staff applied for and received funding from the Enhancing Education Through Technology (EETT) grant program. Teachers utilize the school's computer lab to train participating staff on how to use technology to enhance teaching and to promote learning. Teacher laptops and LCD projectors are currently provided to help facilitate innovate delivery of class lessons and web-based educational resources.

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. Sequoia 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 three special education teachers and three special education aides who provide full-day instruction in three special day classes. Three resource specialist teachers and three resource specialist aides provide small-group instruction in resource classrooms. 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. Some English learners 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. Course content is designed to help students experience success in high school and post-secondary education. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Sequoia 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 in-depth, or complex instruction in math, language arts, science, and social science.

Sequoia 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:

- Tutoring: teachers are available after school for individual language arts and math assistance.
- Reading and Math Support Classes: based upon state assessment results, district assessment results, and report card grades, students may be referred to Reading or Math Support Classes as an elective course. Intervention strategies are applied to help referred students achieve proficient levels in reading, writing and math.
- Off-track Intercession: students at the Far Below Basic and Below Basic levels on the district's assessment matrix are given first priority and encouraged to attend a two-week intervention program (between trimesters). Forty hours of instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math. Students at the Basic level are welcome to attend if space is available.

Professional Staff

Teacher Assignment

For the 2005-06 school year, Sequoia Middle School had 50 teachers who met all credential requirements in accordance with state guidelines.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent 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, may be 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.

Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, Sequoia

Teacher Credentials & Assignments

	Sequoia			FUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	52	57	56	1780	1911	1823
Teachers with Full Credential	41	49	50	1635	1771	1723
Teachers without Full Credential	11	8	6	155	140	100
Teachers in Alternative Routes to Certification	3	10	0	63	168	91
Pre-Internship	6	2	5	47	9	0
Teachers with Emergency Permits	4	1	2	56	34	33
Teachers with Waivers	0	0	0	0	2	0
Teachers Teaching Outside Subject Area	3	3	0	35	60	34
Teacher Misassignments - Total	**	18	9	**	73	392
Other Misassignments of Certificated Staff	8	3	0	45	15	13
Teacher Misassignments for English Learners	70*	15	9	1404*	58	379
Teacher Vacancies	0	0	0	0	0	4

*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.

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Sequoia	89.2	10.8
District Totals		
All Schools	89.0	11.0
High-Poverty Sch.	94.0	6.0
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels 2005-06

	Sequoia	FUSD
	%	%
Doctorate	1.8	1.4
Master's Degree plus 30 or more semester hours	26.8	35.1
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	53.6	50.8
Bachelor's Degree	17.9	11.0
Less than a Bachelor's Degree	0.0	1.3

Middle School experiences difficulty in obtaining a qualified substitute for an absent teacher. In the event a substitute teacher from the district's pool is not available, Sequoia Middle School's teachers coordinate efforts to cover the absent teacher's class during their prep periods.

Counseling & Support Services Staff

Sequoia 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 Study 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) 2005-06

	No. of Staff	FTE
Counselor	0	0.0
Psychologist	1	0.6
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.4

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. Sequoia 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.

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: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2004-05		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,293	\$37,540
Mid-Range Teacher Salary	\$61,162	\$59,426
Highest Teacher Salary	\$77,184	\$73,925
Average Principal Salaries:		
Elementary School	\$102,289	\$96,377
Middle School	\$97,640	\$100,144
High School	\$110,198	\$109,130
Superintendent Salary	\$185,400	\$185,251
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.6%	40.9%
Administrative Salaries	5.0%	5.3%

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2004-05					
Expenditures Per Pupil	Dollars Spent per Student				
	Sequoia	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,465	\$7,114	62.8%	N/A	N/A
Restricted (Supplemental)	\$763	\$2,311	33.0%	N/A	N/A
Unrestricted (Basic)	\$3,702	\$4,803	77.1%	\$4,743	78.0%
Average Teacher Salary	\$52,874	\$54,086	97.8%	\$57,560	91.9%

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 approximately \$2,265 per student in federal, state, and local aid for the following categorical, special education, and support programs:

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