

FONTANA UNIFIED SCHOOL DISTRICT

SEQUOIA MIDDLE SCHOOL

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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

Principal's Message

Welcome to Sequoia Middle School! 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 become 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, office, and library or help 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, GATE Parent meetings, and English Learner

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.

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 offer assistance and helpful strategies that parents can implement at home to support 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 each trimester and features information on classroom activities, schoolwide programs, student recognition, upcoming events, and day-to-day information. Monthly information meetings for each grade level are held on the first Tuesday of each month. 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. TeleParent 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.

School Profile

Sequoia Middle School is a single-track, year-round school serving 1,328 students in sixth, seventh, and eighth grade, including 9.86% in special education, 36% qualifying for English learner support, and 62.7% qualifying for free or reduced price lunch. 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.

Percentage of Students by Ethnicity

2007-08 Enrollment: 1,328

African-Amer.	3.09%
Amer. Indian or Alaskan Native	0.53%
Caucasian	6.33%
Asian	0.90%
Filipino	0.30%
Hispanic or Latino	88.25%
Pacific Islander	0.45%
Multiple or No Response	0.15%

Sequoia Middle School's 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 & 2006-07 Best in the West Winner
California Counselor Leadership Academy
3 Consecutive Years Presenting Outstanding Support Personnel Accountability Report Card (SPARC)

2007-08 Recognized ASCA Model Program (RAMP) Recipient
American School Counselor Association

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.

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 a series of six components, which include the California Standards Tests (CST), Aprenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Aprenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standards Tests (CST)

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

The CST tables in this report (page 3) illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, 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 2007-08 fitness exam, 19.6% 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 All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Sequoia Middle			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	28	32	34	28	30	34	42	43	46
Math	23	24	25	27	27	30	40	40	43
Science	26	28	40	18	23	31	35	38	46
History	16	20	24	17	17	19	33	33	36

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

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08								
	Sequoia Middle							
	African-Amer.	Amer. Alaskan Native	Indian or Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	28	*		79	*	33	*	47
Math	26	*		71	*	24	*	38
Science	26	*		*	*	38	*	57
History	26	*		*	*	22	*	38

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

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08						
	Sequoia Middle					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	28	41	4	32	1	
Math	25	26	6	22	4	
Science	39	41	13	36	4	
History	23	25	3			

Academic Performance Index (API) Three-Year Performance Comparison				
	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Statewide Rank		3	3	3
Similar Schools Rank		6	8	6
Results				
Schoolwide - All Students	678	8	4	11
Ethnic Subgroups				
Hispanic or Latino	674	5	1	20
Other Subgroups				
Economically Disadvantaged	663	17	0	11
English Learners	619	5	-6	12
Students with Disabilities	417	24	-16	-3

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; 35.2% of elementary and middle school students must be proficient in language arts and 37% 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 620 or 1 point in growth.

- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Sequoia Middle	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Sequoia Middle School did not participate in the Title I program.

Title I Program Improvement (PI) Status		
	Sequoia Middle	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

School Facilities & Safety

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 Description	
Year Built	1957
Acreage	18.76 ac
Square Footage	96,752 sf
Qty.	
# of Permanent Classrooms	40
# of Portable Classrooms	12
# of Restrooms (student use)	4 sets
Library	1
Computer Lab	2
Gymnasium	1
Science Lab	3
Cafeteria	1

Campus Supervision

Each morning as students arrive on campus, a minimum of twelve 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 March 2008. 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 intersession 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.

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.

District Inspection Results

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 March 10, 2008. All restrooms during the 2007-08 school year were fully operational and available for student use at all times.

School Facility Good Repair Status

Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: March 10, 2008			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Room 21: Patch several small holes and paint area by south entry door. Room D10, Custodial by D2 backroom storage: Replace stained ceiling tiles. Room D5: Replace broken ceiling tile.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		Portable Staff Restroom: Replace rotted exterior siding at base of portable. Play Fields west: Paint bleachers on north side of track. Level dirt on north side of track, several ruts. P16: Secure loose skirting around base of portable.
Fire Safety	✓		
Electrical (interior and exterior)	✓		Room 16: Replace ballast in ceiling light. Staff Restroom by 32: Replace missing round ceiling light diffuser. MPR: Replace three missing round ceiling light diffusers. D Teacher Room: Replace broken ceiling light diffuser.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		Room 24: Adjust water pressure on drinking fountain outside the room, south side.
Restrooms	✓		Utility by 16, Security office: Repair leaky faucet in sink, water will not stop running.
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		Room D10, Custodial by D2 back storage: Check for roof leaks.
Overall Cleanliness	✓		Portable Custodial: Clean up graffiti on east side of portable restroom. T13: Clean up graffiti on west side of portable.

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 18, 2008. Results of the inspection and corrective action taken by the district are provided in table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Extreme Deficiencies			
Cafeteria	Mech/HVAC	Air conditioner not functioning (WO#63124)	Corrected 10/2/08
Good Repair Deficiencies			
Fencing	Windows/Doors/Gates/Fences	Bottom of south fence protruding (second year reported)	To be replaced as budget allows
Window Screens	Windows/Doors/Gates/Fences	Missing window screen Room P9	WO#65986 completed 9/11/08
Room 14	Interior Surfaces	Electrical cord trip hazard	Corrected
Room P10	Interior Surfaces	Electrical cord trip hazard; damaged ceiling	WO#65989 completed 3/10/09
Room P9	Interior Surfaces	Damaged ceiling tiles	WO#65989 completed 3/10/09
Fire extinguishers	Fire Safety	Monthly fire extinguisher inspection not annotated	No work order, site issue
Room 13	Electrical	Light bulbs not working	WO#65983 completed 9/9/08
Room 2	Electrical	Exposed hanging wire; TV not mounted properly	WO#65979 completed 9/9/08
Room 5	Electrical	Exposed electrical wiring in front light near back of room	WO# 65981 completed 9/9/08
Room 8	Electrical	Electrical box wiring exposed (WO#64552)	Corrected 8/15/08
Rooms D2, D8	Electrical	TVs not mounted/strapped	WO#65984 completed 9/9/08
Cafeteria	Drinking Fountains	Exterior west side fountain not functioning	WO#65977 completed 9/5/08
Outside Room 24	Drinking Fountains	Low water pressure (WO#64543)	Corrected 9/5/08
Boys' RR next to Room 16	Restrooms	Graffiti on walls and stall doors (WO#64506)	Corrected 8/18/08
Baseball Field,	Playground & School Grounds	Bench cracked and split	WO#65978 completed 9/22/08
Grounds	Overall Cleanliness	Unabated graffiti throughout the school	Corrected
Room T13	Overall Cleanliness	Boxes and items unsecured	Corrected

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 2007-08 school year, Sequoia Middle School received \$228,362 in deferred maintenance funds which were used for electrical, flooring, and roof projects throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at Sequoia Middle School are guided by district policies, school rules and behavior 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 understanding 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 behavior trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Each student is provided with an Agenda at the beginning of the school year; the Agenda outlines district policies, school rules, and behavior 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 behavior expectations with newly arriving students.

Teaching staff begin 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 behavior 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 classrooms 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.

Suspensions & Expulsions

Sequoia Middle			
	05-06	06-07	07-08
Suspensions (#)	191	173	291
Suspensions (%)	13.61%	12.20%	21.91%
Expulsions (#)	7	4	8
Expulsions (%)	0.50%	0.28%	0.60%

FUSD Middle Schools			
	05-06	06-07	07-08
Suspensions (#)	1573	1388	1576
Suspensions (%)	16.49%	14.46%	16.73%
Expulsions (#)	69	61	58
Expulsions (%)	0.72%	0.64%	0.62%

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.

Responsible students may be recommended to participate in the Peer Leader 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 Peer Leader 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.

Class Size & Teaching Load

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				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2005-06				
English	27.5	11	44	8
Math	28.7	6	25	15
Science	30.5	5	20	21
Social Science	31.2	3	21	20
2006-07				
English	28.5	5	48	14
Math	32.7	3	9	32
Science	31.1	4	21	24
Social Science	30.7	4	19	23
2007-08				
English	27.4	12	47	13
Math	27.2	15	23	13
Science	29.6	4	28	13
Social Science	29.7	3	26	15

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Sequoia Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

During the 2007-08 school year, Sequoia Middle School held three staff development days that focused on:

- Professional Learning Communities
- Common Assessments (Improving Literacy and Math)
- Developing a culture of capture, inspire, teaching throughout the Sequoia community

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.

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.

District Adopted Textbooks (Grades 6-8)		
Publisher	Grades	Year Adopted
Language Arts		
Houghton Mifflin; <i>Literature and Language Arts</i>	7-8	2003
Hampton Brown; <i>High Point</i>	7-8	2003
Math		
McDougal Littell; <i>Concepts and Skills</i>	6	2008
Prentice Hall; <i>Pre-Algebra I</i>	7-8	2008
Prentice Hall; <i>Algebra I</i>	7-8	2008
McDougal Littell; <i>Geometry</i>	7-8	2008
Science		
Houghton Mifflin; <i>California Science</i>	6	2007
Prentice Hall; <i>Focus on Life Science</i>	7	2007
Prentice Hall; <i>Focus on Physical Science</i>	8	2007
Social Science		
Holt, Rinehart, Winston; <i>Ancient Civilizations</i>	6	2007
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

On August 6, 2008, Fontana Unified School District's 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. 08-46 which certifies as required by Education Code §60119, that (1) 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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is staffed by a full-time librarian and is open from 7:00 a.m. to 3:00 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.

Technology Resources

During the 2007-08 school year, Sequoia Middle School had a total of 115 computers; all classrooms had Internet access. On average, each language arts classroom has five computers and all other classrooms have three computers each; classroom 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.

are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

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)

2007-08

	No. of Staff FTE	
	Staff	FTE
Counselor	3	3.00
Psychologist	1	0.60
School Nurse	1	0.25
Health Assistant	1	0.60
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
LSH	1	0.40

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:442

LSH = Language/Speech/Hearing

Professional Staff

Teacher Assignment

For the 2007-08 school year, Sequoia Middle School had 51 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools

Teacher Credentials & Assignments

	Sequoia Middle				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	56	54	54		1823	1885	1869	
Teachers with Full Credential	50	52	51		1723	1802	1764	
Teachers without Full Credential	6	2	3		100	83	105	
Teachers in Alternative Routes to Certification	0	1	4		91	72	76	
Pre-Internship	5	0	0		0	0	0	
Teachers with Emergency Permits	2	0	1		33	19	96	
Teachers with Waivers	0	1	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	1		34	33	32	
Teacher Misassignments - Total	9	6	2	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	9	6	2	0	379	270	32	21
Teacher Vacancies	0	0	0	1	4	0	2	2

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Sequoia Middle	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels

2007-08

	Sequoia Middle	FUSD
	%	%
Doctorate	3.7	1.5
Master's Degree plus 30 or more semester hours	33.3	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	50.0	49.2
Bachelor's Degree	11.1	11.3
Less than a Bachelor's Degree	1.9	2.2

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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 2006-07					
Expenditures Per Pupil	Dollars Spent per Student				
	Sequoia Middle	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,727	\$7,893	59.9%	N/A	N/A
Restricted (Supplemental)	\$784	\$2,383	32.9%	N/A	N/A
Unrestricted (Basic)	\$3,942	\$5,510	71.5%	\$5,300	74.4%
Average Teacher Salary	\$72,342	\$64,747	111.7%	\$65,008	111.3%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology

- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Sequoia Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Sequoia Middle School's SARC and access the Internet at any of the county's public libraries. The closest library to Sequoia Middle School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4