

SEQUOIA MIDDLE SCHOOL



Grades 6-8
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2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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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 October 9, 2009, and school facilities information was acquired on November 12, 2009.

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.

School Profile

Sequoia Middle School is a single-track, year-round school serving 1,319 students in sixth, seventh, and eighth grade, including 10.53% receiving special education services, 35.9% qualifying for English learner support, and 72.6% enrolled in the free or reduced-price meal program. 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'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

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.

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

Percentage of Students by Ethnicity 2008-09 Enrollment: 1,319

African-Amer.	2.5%
Amer. Indian or Alaskan Native	0.6%
Caucasian	4.8%
Asian	0.7%
Filipino	0.4%
Hispanic or Latino	90.1%
Pacific Islander	0.3%
Multiple or No Response	0.6%

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 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. 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.

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 liaison at (909) 357-5400.

School News

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.

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.

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.

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.

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

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Sequoia Middle School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Scale Score	Achievement Level			
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. 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>.

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.

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; 46% of elementary

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Sequoia Middle			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	32	34	37	30	34	38	43	46	50
Math	24	25	23	27	30	35	40	43	46
Science	28	40	37	23	31	33	38	46	50
History	20	24	22	17	19	25	33	36	41

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 Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	Sequoia Middle						
	African- Amer.	Amer. Alaskan Native	Indian or Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	47	*	*	*	35	*	49
Math	35	*	*	*	22	*	32
Science	24	*	*	*	37	*	34
History	18	*	*	*	22	*	36

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09						
	Sequoia Middle					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	33	40	11	34	3	
Math	24	22	8	22	2	
Science	39	35	11	35	6	
History	22	23	3	20	0	

Academic Performance Index (API) Three-Year Performance Comparison				
	2009 API Score	API Rank		
		2006	2007	2008
Statewide Rank		3	3	2
Similar Schools Rank		8	6	3
Results	2009 API Score	Increase/Decrease in API		
Schoolwide - All Students	675	2006-07	2007-08	2008-09
Ethnic Subgroups				
Hispanic or Latino	670	1	20	0
Other Subgroups				
Economically Disadvantaged	661	0	11	3
English Learners	616	-6	12	2
Students with Disabilities	403	-16	-3	28

and middle school students must be proficient in language arts and 47.5% 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 650 or 1 point in growth.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 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		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 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/.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	19.7	24.8	29.1

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 2008-09, 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 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2

The statistical information in this table reflects the PI status during the 2009-10 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.

2008-09 Campus Improvement Projects

- Replacement of some HVAC (heating/ventilation/air conditioning) units

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

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 2008-09 school year, Sequoia Middle School received deferred maintenance funds for replacement of floor covering (a portion of \$35,784), HVAC replacement (a portion of \$19,412), paving projects (\$20,288), and wall system repairs (\$1,588).

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 2009. 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.

Facilities Inspections

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 July 25, 2009. All restrooms during the 2008-09 school year were fully operational and available for student use at all times.

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

School Facility Good Repair Status

Item Inspected	Repair Status		
Most Recent Inspection: July 25, 2009	Good	Fair	Poor
		Work order have been generated for all deficiencies noted below.	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Band Room	Mech/HVAC	Problems with the HVAC system exist	WO# 85170
Fencing Field	Windows/Doors/Gates/Fences	Fencing has holes or is not secured properly.	WO# 86808
Room 13	Interior Surfaces	Floor tiles are damaged or loose.	WO# 84032
Campus	Interior Surfaces	Classroom furniture broken or damaged.	
Teachers Work Room	Interior Surfaces	Ceiling tiles are stained.	WO# 82995 WO# 84048
Field Benches	Hazardous Material	Paint is peeling, chipping, or cracking.	WO# 82272
Girls Locker Room	Structural Damage	Damage to exterior paint, plaster or finish.	WO# 82218
Portable Boys Restrooms	Structural Damage	Damage to skirting, siding and/or exterior vents	WO# 84028
Campus	Structural Damage	Damage to exterior paint, plaster or finish.	WO# 86806
Room D9	Fire Safety	Fire extinguisher/pull alarm is blocked.	
Room 13	Electrical	TVs are improperly mounted or unsecured.	
Kitchen	Electrical	Exposed wires (no voltage or low voltage, i.e., data/comm/phone lines).	WO# 86718 WO# 86719 WO# 86720
Teachers Work Room	Electrical	TVs are improperly mounted or unsecured.	
Restroom by Room 12	Restrooms	Sink is damaged, excessively stained or clogged.	WO# 84016
Restroom by Room 12	Restrooms	Sink is not working.	WO# 84017
Room 10	Overall Cleanliness	Area has unabated graffiti (backs of student chairs)	
Room 7	Overall Cleanliness	Unsecured items are stored too high	WO# 85224
Band Room	Overall Cleanliness	Cluttered classroom or store room.	
Band Room	Overall Cleanliness	Unsecured items are stored too high	WO# 84039
Teachers Work Room	Overall Cleanliness	Flooring is excessively dirty/stained.	

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 19, 2009. Results of the inspection and corrective action taken by the district are provided in table below.

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.

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.

Suspensions & Expulsions			
Sequoia Middle			
	06-07	07-08	08-09
Suspensions (#)	173	291	449
Suspensions (%)	12.20%	21.91%	34.04%
Expulsions (#)	4	8	4
Expulsions (%)	0.28%	0.60%	0.30%
FUSD Middle Schools			
	06-07	07-08	08-09
Suspensions (#)	1388	1576	2138
Suspensions (%)	14.46%	16.73%	25.00%
Expulsions (#)	61	58	35
Expulsions (%)	0.64%	0.62%	0.41%

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 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.

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				
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
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
2008-09				
English	26.8	11	57	9
Math	27.6	8	30	10
Science	30.0	3	22	15
Social Science	30.4	2	23	18

District Adopted Textbooks (Grades 6-8)			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	0	2003
Hampton Brown; <i>High Point</i>	6-8	0	2003
Math			
Holt; <i>California Math, Course 1, Numbers to Algebra</i>	6	0	2008
Holt; <i>California Math, Course 2 Pre-Algebra</i>	7	0	2008
Holt; <i>California Algebra Readiness</i>	8	0	2008
Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i>	8	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	6	0	2007
Prentice Hall; <i>Focus on Life Science</i>	7	0	2007
Prentice Hall; <i>Focus on Physical Science</i>	8	0	2007
Social Science			
Holt, Rinehart, Winston; <i>Ancient Civilizations</i>	6	0	2006
Holt, Rinehart, Winston; <i>Medieval to Early Modern Times</i>	7	0	2006
Holt, Rinehart, Winston; <i>U.S. History Independence to 1914</i>	8	0	2006

Curriculum & Instruction

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 June 3, 2009, 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 #09-36 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 its visual/performing arts curriculum. During the

2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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 over 13,000 library books which are supplement with 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 2008-09 school year, Sequoia Middle School had a total of 255 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.

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		
2006-07	2007-08	2008-09
3	3	2

During the 2008-09 school year, Sequoia Middle School held two staff development days that focused on:

- Professional Learning Communities
- Common Assessments

- Student Engagement (improvement in building teachers/student relationships; improve teaching practices and strategies)

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

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

Professional Staff

Teacher Assignment

For the 2008-09 school year, Sequoia Middle School had 48 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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 Intervention Teams (SIT) 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.

	Teacher Credentials & Assignments							
	Sequoia Middle				FUSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	54	54	51		1885	1869	1898	
Teachers with Full Credential	52	51	48		1802	1764	1816	
Teachers without Full Credential	2	3	3		83	105	82	
Teachers in Alternative Routes to Certification	1	4	3		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	1		19	95	41	
Teachers with Waivers	1	0	0		1	0	1	
Teachers Teaching Outside Subject Area	0	1	3		33	32	26	
Teacher Misassignments - Total	6	2	0	0	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	6	2	0	0	270	32	4	8
Teacher Vacancies	0	0	0	0	0	2	0	4

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Sequoia Middle	99.6	0.4
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels 2008-09	
	Sequoia Middle	FUSD
	%	%
Doctorate	2.0	1.4
Master's Degree plus 30 or more semester hours	33.3	32.4
Master's Degree	2.0	1.5
Bachelor's Degree plus 30 or more semester hours	51.0	49.8
Bachelor's Degree	11.8	14.0
Less than a Bachelor's Degree	0.0	0.9

Counselors & Support Personnel
(Nonteaching Professional Staff)
2008-09

	No. of 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 = 1:440

LSH = Language/Speech/Hearing

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.

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

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 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 2007-08					
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	\$5,150	\$8,522	60.4%	N/A	N/A
Restricted (Supplemental)	\$926	\$2,734	33.9%	N/A	N/A
Unrestricted (Basic)	\$4,225	\$5,788	73.0%	\$5,512	76.6%
Average Teacher Salary	\$64,616	\$66,500	97.2%	\$67,049	96.4%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- 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
- Transportation: Special Education
- Williams Case Settlement