



**FONTANA UNIFIED SCHOOL DISTRICT
SCHOOL ACCOUNTABILITY REPORT CARD • WINTER 2000**

Sequoia Middle School

9452 Hemlock Avenue • P.O. Box 5090 • Fontana • CA 92334-5090
Telephone (909) 357-5400 • Anne Synder Roth, Principal

Board Of Education

Kathy Binks
Gus Hawthorn
Laura Abernathy Mancha
Rick McClure
D. Wayne Ruble, Ed.D.

District Administration

Karen J. Harshman, Ed.D., Superintendent of Schools
Emmanuel J. D'Souza, Associate Superintendent, Business
Francesca Mazzolini, Associate Superintendent, Education
Patricia J. Peoples, Ed.D., Associate Superintendent, Human Resources

A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Pupils' Progress Toward Meeting Academic Goals in Reading, Writing, & Math • 1999-2000 School Year

Challenges

Sequoia Middle School faces a great challenge. A large number of our students performed below the 25th percentile in reading and mathematics in the STAR test given in April 1998. It means that they are performing below grade level in reading and mathematics. This low performance will have serious implications for these students in their educational program here at Sequoia and in the future. Teachers and administrators met to design a plan that will assist our students in increasing their scores in reading, writing and mathematics through greater understanding and mastery of these subjects.

School Wide Goals for Reading and Mathematics

1. Every student will read every day in all academic classes.
2. All teachers will complete the CORE Literacy training and implement the appropriate content area reading strategies in the classroom.
3. Sequoia Middle School will provide ongoing training to staff in teaching reading and writing in the content area.
4. Sequoia Middle School will provide supplemental reading and mathematics classes for students who are at or below the 39th percentile.
5. The Mathematics Department members will develop and implement additional support materials which incorporate real-life applications of mathematical concepts and processes.

Additional Interventions

1. Reading and Math Success classes as an elective.
2. After School Homework Club
3. After School tutoring.
4. Saturday Intervention Classes

Expectations

The number of students who tested at or above the 50th percentile, will increase by 3 to 5% in the next standardized testing, as a result of one or several interventions.

Standardized Test Results SAT-9 1998-2000 • Average NCE Score

Grade Level ↓	SAT-9 1997-1998			SAT-9 1998-1999			SAT-9 1999-2000		
	Read.	Lang.	Math	Read.	Lang.	Math	Read.	Lang.	Math
6	38	39	42	37	41	45	40	43	46
7	36	39	39	38	42	43	38	45	45
8	42	43	42	40	41	42	41	42	45

API Scores for 1999-2000 School Year

Sequoia Middle School had an API Score of 558 for the 1999-2000 school year. The State Rank for Sequoia Middle School was 3. The average rank for schools similar to Sequoia Middle School was 8. Sequoia Middle School met their School-Wide Targets for the 1999-2000 school year.

Expenditures & Services Offered

Although funding in many budget categories for Sequoia Middle School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following are significant:

In addition to state and local revenues received for general education, the school received the following categorical funds from special state and federal programs: \$18,140 from Title I funds, \$114,884 School Based Coordinated program, \$8,943 Title VI, \$94,904 Bilingual (EIA/LEP), and \$47,000 for Gifted and Talented Education.

Attendance Rate

Sequoia continues to recognize and emphasize the importance of regular attendance throughout the school year, and is identifying at-risk students to help stem the drop-out rate in later school years. For state apportionment purposes, the attendance rate at Sequoia Middle School in 1999-2000 was 97.58%.

Textbooks and Instructional Materials

The district provides Sequoia Middle School with textbooks and supplemental materials to support the school's instructional program. A district committee comprised of teachers and administrators selects the state approved textbooks for piloting, after which a selection is made for the district. Consistent with school district policy, all textbooks are within the seven year adoption cycle.

Sequoia's students have access to an abundance of instructional materials and books including good literature in the classrooms and the school library. Manipulatives, models and "hands-on" equipment are available for mathematics and science instruction.

Substitute Teachers

Fontana Unified School District maintains an eligibility list of substitute teachers. The placement of substitute teachers in the District is monitored daily. Substitute teachers are paid a daily wage ranging from \$85.00-\$100.00.

Substitute teachers who are not employed as regular Fontana Unified School District teachers must also have a bachelor degree and have passed the California Basic Skills Test in order to substitute. Substitutes must attend annual training which is provided by the District.

Average Class Size

Grade Level	Total Number Of Students In Class	Total Number Teachers In Grade	Average Class Size In Grade
6	595	18	33.0
7	603	18	35.0
8	501	15	33.4

Total Instructional Minutes Per School Year

Grade Level	Actual Total Instructional Minutes at School Site	Total Instructional Minutes Required by State Law
6-7-8	58,838	57,390

Annual Number of Staff Development Days

1998-1999	1999-2000
4	3

Number of Minimum Days

At Sequoia Middle School there were a total of forty-six (46) minimum days in the 1999-2000 school year.

Teacher Assignment

Number of Teachers With Credentials		Number of Teachers With Emergency Credentials		Number Of Teachers Without Credentials	
1998-1999	1999-2000	1998-1999	1999-2000	1998-1999	1999-2000
43	44	3	3	1	1

Teacher Evaluation

Fontana Unified School District policy establishes regular periodic evaluations of all probationary and tenured teachers, which exceeds the evaluation requirements of state law.

Safety, Cleanliness, & Adequacy of School Facilities

Sequoia Middle School has established a Safe School Committee where open communication with students, staff, the community and support agencies such as law enforcement, have enabled us to provide a safe, clean and inviting facility where our students can learn and our teachers can teach. When concerns arise, they are addressed in a timely fashion to maintain a safe, secure and pleasant environment.

Counseling & Other Pupil Support Services

Sequoia Middle School provides district programs as well as approved community resources that are made available to students and parents. School site counseling is available. Intervention for our students is provided at the earliest recognition of concern. These interventions may include, but are not limited to, alternatives to suspension from school; school psychologist; special education services; school nurse; immunization clinic; healthy start clinics; providing free or low cost medical and dental care; child care programs; early childhood education programs; law enforcement; probation; county mental health.

Classroom Discipline & Climate for Learning

Sequoia Middle School provides an orderly and safe learning environment. Our school follows a firm but fair disciplinary plan, established by our Safe School Committee, which is consistent with federal and state law as well as our local board of education policy regarding student discipline. This helps our school maintain an environment where students, parents, staff and community communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

Sequoia Middle School Suspension Rates

Total Number Days of Student Suspensions			Suspension Rate (Total Days of Suspension Divided by Total Days Attended)		
1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000
562	1050	1989	0.4%	0.4%	0.67%

Sequoia Middle School Expulsion Rates

Total Number Of Students			Number of Expelled Students			Expulsion Rate		
1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000
1430	1476	1654	9	14	14	0.6%	0.9%	1%

Salary Reporting 1998-1999

Education Code requires that school districts report their salary structure and compare it to districts of similar size throughout California. The most current available data is for the 1998-1999 school year.

- A new teacher's beginning annual salary in Fontana in 1998-1999 was \$31,341 for 182 days of service (\$161.07 per day). The statewide average was \$31,680.
- A mid-range teacher's average annual salary in Fontana in 1998-1999 was \$46,899 for 182 days of service (\$257.69 per day). The statewide average was \$49,481.
- The highest paid teacher's average annual salary in Fontana in 1998-1999 was \$65,642 for 182 days of service (\$360.67 per day). The statewide average was \$59,895.

All teachers' salaries represented 42.82% of the total budget. The statewide average was 43.71%.

- Principals' salaries vary according to time in the position and work year; however, when salaries were averaged for all principals their annual salary was \$84,385. The statewide average was \$78,145.
- Our district's superintendent salary was \$127,728. The state average was \$137,350.