



To graduate all students prepared to succeed in a changing world.

Sequoia Middle School

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Sixth - Eighth Grade
Anne Roth
Principal

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Fontana Unified School District

Sequoia Middle School

2000-2001 Annual School Report Card

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

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about Sequoia Middle School's instructional programs, academic achievement, materials and facilities, and the staff. Information about Fontana School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Sequoia School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. This means extending programs and activities during and after school and exploring new educational ideas to improve student achievement. Through our hard work, together, our students will be challenged to reach their maximum potential.

School Mission

Sequoia Middle School will provide a positive, interactive environment which encourages life-long learning and responsibility for academic growth and personal development.

Community & School Profile

The city of Fontana is located in the county of San Bernardino, surrounded by the coastal mountain ranges of Southern California. Incorporated in 1952, this suburban city lies approximately 50 miles east of the city of Los Angeles in what is known as the Inland Empire. The residents of Fontana enjoy a mild climate, with an average annual temperature of 66 degrees and 16 inches of annual rainfall.

Historically, Fontana was first settled as a Spanish land grant in the early 1800's and grew to become an important agricultural community in the early 1900's, producing citrus, grains, grapes, and poultry. By the 1950's, a large steel mill was opened in the city, and Fontana became the largest producer of steel products in Southern California. The steel operations in the city have since diminished, and currently the largest employers in Fontana include the medical, transportation, and distribution industries, as well as the Fontana Unified School District.

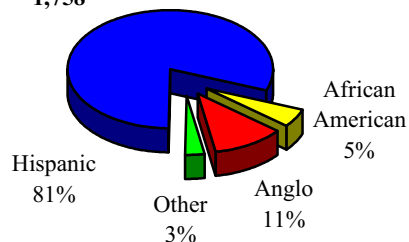
The city of Fontana offers a community atmosphere with many residential neighborhoods of quality, affordable housing. Fontana is located near mountains, beaches, lakes and desert

areas, which offer many recreational opportunities. There are 39 parks and recreational facilities located within the city, and 23 active sports organizations. One of the largest shopping centers in Southern California is located nearby, as well as the California Speedway, which holds NASCAR and Indy car races.

The Fontana Unified School District educates children in grades preschool through twelve on both traditional and year-round, multi-track systems. The district consists of 23 elementary schools, seven middle schools, three high schools, two continuation high schools, and one adult education program. The Fontana Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship, and is committed to providing a strong instructional program for all students to ensure excellence in education.

In 2000-01 Sequoia Middle School served 1,758 students in grades six through eight on a single-track, year round school calendar. In the 2001-02 school year, Sequoia Middle will serve grades seven and eight, and sixth grade students will attend Jurupa Hills School.

**2000-01
Enrollment
1,758**



The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Sequoia Middle is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Discipline & Climate for Learning

Students at Sequoia Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Sequoia Middle's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

Attendance

Regular attendance at Sequoia Middle is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Punctuality and promptness are desirable traits to develop. The students of Sequoia Middle are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the

school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Sequoia Middle expelled 36 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Sequoia Middle			All Fontana Middle Schools		
	99	00	01	99	00	01
	Suspensions (#)	414	315	252	3359	1438
Suspensions (%)	28.0	19.0	14.3	44.7	18.0	19.3
Expulsions (#)	14	14	8	78	56	43
Expulsions (%)	0.9	0.8	0.5	1.0	0.7	0.5

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- School Dances
- Intramural Sports
- Kids Club
- After-school Computers
- Marching Band
- Extended Day Classes for Language Arts, Math and English Language Learners
- Enrichment classes in Art, Drama, Jazz Band, Design, Instrumental and Vocal Music, Salsa/Swing Dancing, Percussion Ensemble, Piano, Advanced Strings, and History Investigations
- Peer Leaders
- Science Club
- B.A.D. Club
- Video Production

Certificates, ribbons, prizes, and other various awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

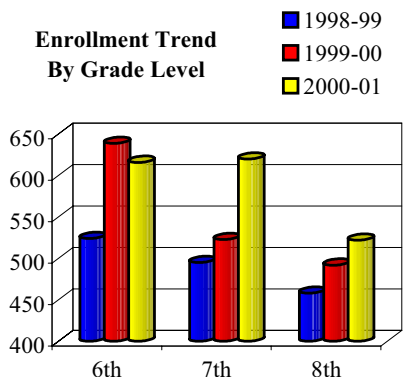
- Renaissance Program
- Student of the Month Breakfasts
- Attendance Awards

Homework

Sequoia Middle believes that homework is a fundamental part of the learning process to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Attendance

Student enrollment over the past three years at Sequoia Middle has increased by 19%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1758 students. Sequoia Middle is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the district's maximum allowable class size.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Sequoia Middle. Student attendance is carefully monitored to identify those students with excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels attending Sequoia Middle were 95.07% and 95%, respectively.

Sequoia Middle promotes student attendance throughout the year with a system of awards and consequences. Students can receive a perfect attendance award for excellent attendance for the year, and other incentives during the time when district and state assessments are administered. Community Aides work directly with students and parents during home visits for those students with chronic tardiness and absenteeism.

Class Size

Sequoia Middle maintained a schoolwide average class size of 29.4 students and a pupil/teacher ratio of 25:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level and subject area taught.

	Teaching Load Distribution											
	<i>Number of Classes by Size</i>											
	Average Class Size			Classrooms containing								
				1-22 Students			23-32 Students			33+ Students		
	98	99	00	98	99	00	98	99	00	98	99	00
English	32	30	23	4	4	13	18	22	47	33	41	23
Math	33	33	21	1	1	17	14	13	30	32	35	15
Science	36	33	29	0	1	3	5	12	23	35	34	26
Social Science	34	42	25	0	1	7	5	9	22	37	33	16

Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Sequoia Middle either met or exceeded state requirements. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes of instructional time. Sequoia Middle offered 58,350 minutes of instructional time. Students received between 52 and 55 minutes per day of specialized instruction in each subject area by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, Sequoia Middle offered 180 days of instruction comprised of 142 regular days and 38 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Sequoia Middle utilizes minimum days for staff development and teacher preparation.

Textbooks & Instructional Materials

Sequoia Middle sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as to provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as district standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year Fontana Unified School District implemented updated social science textbooks, and adopted textbooks in science and mathematics:

2000-01 Textbook Adoptions			
Subject	Adoption Year	Publisher/Series	Grade Levels
Mathematics	2000/01	Prentice Hall/Prentice Hall Algebra I	7-8
		McDougal Littell/Algebra I	6
Science	2000/01	Prentice Hall/Science Explorer	6-8
		Houghton Mifflin/Social Studies	6-8

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule at the school's computer lab. Fontana Unified School District's website provides a variety of resources and information for parents, staff, students and community members.

Student Achievement & Testing

In 2000-01, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Sequoia Middle. These measures were used to monitor students' actual progress, as well as to evaluate the effectiveness of the instructional program.

District Language Arts Assessments were given three times and Math Assessments were given four times to students in sixth through eighth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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 pinpoint at risk students. The district and school then utilized various intervention programs to help bring struggling students back to grade level.

Standardized State Testing

Sequoia Middle participates in California's mandatory Standardized Testing and Reporting Program (STAR), which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

SAT-9 Results 1999, 2000, 2001 % At or Above National Average									
All Students	Reading								
	6			7			8		
Grade	99	00	01	99	00	01	99	00	01
Sequoia Middle	26	28	26	30	29	34	28	34	34
Fontana USD	25	23	23	27	25	28	32	30	29
California	44	46	47	44	46	48	47	49	50
All Students	Math								
	6			7			8		
Grade	99	00	01	99	00	01	99	00	01
Sequoia Middle	37	43	36	33	37	43	31	40	35
Fontana USD	30	34	37	26	29	36	26	29	31
California	50	55	57	45	48	50	45	48	49

Physical Fitness

In the spring of each year, Sequoia Middle is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

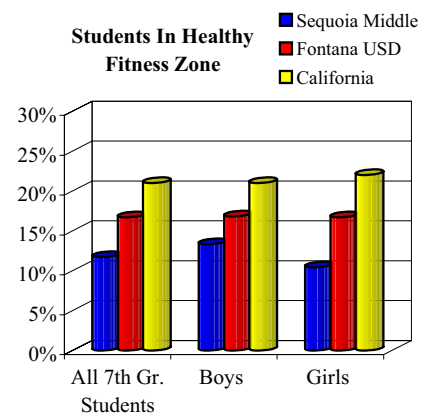
The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001			
All Students	English/Language Arts		
	6	7	8
Sequoia Middle	14	22	20
Fontana USD	10	14	15
California	31	32	31
Subgroups			
Gender			
Male	11	19	23
Female	17	24	23
Ethnicity			
	*	*	*
Language Fluency			
English Learners (EL)	1	3	2
Non EL	23	32	29
Migrant Education			
	*	*	*
Socioeconomic Status			
SED	10	15	14
Non SED	23	35	26

SED = Socioeconomically Disadvantaged
**Data currently unavailable.*

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile									
Gender	Reading			Math					
	6	7	8	6	7	8			
Male	21	33	34	30	42	40			
Female	30	35	33	42	44	31			
Ethnicity									
African American	52	55	38	59	50	23			
Hispanic	20	28	29	31	39	32			
Anglo	48	61	53	54	65	57			
Language Fluency									
English Learner (EL)	2	5	7	12	15	10			
Non EL	40	49	47	51	57	48			
Socioeconomic Status									
SED	19	27	26	32	38	29			
Non SED	40	46	43	45	52	43			
Migrant Education									
<i>No Data Reported</i>									

SED = Socioeconomically Disadvantaged



Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA), passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Sequoia Middle qualified to participate in the 1999-00 and 2000-01 Governor's Performance Award program, which allocates up to \$150 per pupil each year for schoolwide use.

API School Results					
All Students Base	Base		Growth		
	1999	2000	1999	2000	
Percent Tested	98	100	Percent Tested	100	99
API Score	528	558	API Growth Score	558	573
Growth Target	14	12	Actual Growth	30	15
Statewide Rank	3	3	Eligible for Awards	Yes	Yes
Similar Schools Rank	5	8	Eligible for II/USP	No	No
Subgroups					
Hispanic or Latino					
Base API Score	499	523	API Growth Score	523	542
Growth Target	11	10	Actual Growth	24	19
Anglo					
Base API Score	648	694	API Growth Score	694	706
Growth Target	11	10	Actual Growth	46	12
Socioeconomically Disadvantaged					
Base API Score	450	493	API Growth Score	493	522
Growth Target	11	10	Actual Growth	43	29
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

School Facilities & Safety

Sequoia Middle provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1957, and include a computer lab, science labs, library, cafeteria, gymnasium, volleyball courts, basketball courts, handball courts, boys and girls locker rooms, and 56 classrooms, which provide adequate space for students and staff. Sections of Sequoia Middle are currently under construction as part of the district modernization project. By 2004, all of the school's original buildings will be modernized with new floors, paint, and internet connections in the classrooms. A new two-story academic wing containing ten classrooms, a multi-media lab, and two science labs opened in March, 2002.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Sequoia Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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 provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Fall of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

Counseling & Other Support Services

It is the goal of Sequoia Middle to assist students in their social and personal development, as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal

and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site. The school provides qualified personnel to provide counseling and support services, on a part-time and full-time basis. A psychologist and two counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
	FTE		
Community Aide	2	0.5	5
Counselor	2	2	5
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Police Officer	1	0.4	2
Speech/Language Specialist	2	1.5	5

**FTE = Full-Time Equivalent*

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Sequoia Middle works with the following, as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- San Bernardino County Sheriff’s Department
- California Highway Patrol
- Healthy Start
- Child Protective Services
- DARE Program

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Sequoia Middle had 48 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99	00	01
Fully Credentialed	44	42	48
Emergency Credentials	11	16	18
Waiver	1	4	7
Total Teachers	56	62	73
Working Outside Subject	0	0	0
Average Years Teaching	9.7	9.2	7.8
Average Years in District	6.1	6.2	5.8

Sequoia Middle supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 75 employees: 32 percent with 30+ additional units beyond their bachelor’s degree and 28 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially-trained staff who provide additional instruction or services include:

- Resource Specialists (3 full-time)
- Resource Specialist Aides (3 full-time)
- Special Day Class Teachers (3 full-time)
- Special Day Class Aides (3 full-time)
- Library Specialist (1 full-time)
- English Language Learners Aides (3 full-time)
- Adaptive Physical Education Specialist (1 part-time)
- Deaf and Hard of Hearing Teacher (1 full-time)
- Deaf and Hard of Hearing Aide (1 full-time)
- Music Teacher (1 full-time)

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principals; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. The number of staff development days varies each year. Staff at Sequoia Middle had the option to participate in three staff development days in 2000-01; three days in 1999-00; and four days in 1998-99.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor’s degree or at least 90 units toward a Bachelor’s degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

Training & Curriculum Improvement

All training and curriculum development at Sequoia Middle revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Sequoia Middle’s curriculum is an ongoing process. The district’s curriculum guides

are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In a focus on English and language arts curriculum, Fontana Unified School District utilized the Fast ForWord language development program in 2000-01 to help low performing students develop better reading skills. Fast ForWord, developed by the Scientific Learning Corporation, is a technology-based program for kindergarten through twelfth graders which rapidly builds oral language skills by retraining the brain to process information more quickly and effectively. On average, students with reading problems make one to two year gains in language skills after only a few weeks in the program.

In addition, the district adopted the Language! literacy intervention program for grades six through eight. This program addresses students performing below grade level in reading, writing, and spelling, and enables them to return to grade level through individualized instruction and ongoing assessment. Students take placement tests and enter the program at their own performance level. They receive instruction in reading, writing, spelling, grammar, language and vocabulary as they advance through the different levels until they reach grade level. In addition to Fast ForWord and Language! Sequoia Middle offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- Extended Day Classes
- Homework Club
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intersessions in language arts and math
- Tutoring
- Peer Leader Program
- Schoolwide Conflict Resolution

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Sequoia Middle teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were:

- Language!
- English Language Learners Strategies
- Reading in the Content Area

For the 2001-02 school year, staff at Sequoia Middle will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program

implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

Quality of Instruction & Leadership

Leadership at Sequoia Middle is a responsibility shared between district administration, the principal, assistant principals, school counselors, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Sequoia Middle's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site, as well as districtwide issues.

- Curriculum Adoption Committees (Language Arts, Mathematics, Science, and Social Science)
- GATE Committee
- Special Education Committee
- Superintendent's Teacher Council
- History Day Committee
- Math Field Day Committee
- Science Fair Committee
- Writing Celebration Committee

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- District School Site Council
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on

