

## Fontana Unified School District

# Sequoia Middle School

## 2002-2003 School Accountability Report Card



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

### Sequoia Middle School

9452 Hemlock Avenue  
Fontana, CA 92335  
(909) 357-5400  
FAX (909) 357-5419

Sixth - Eighth Grade  
Anne Roth, Principal  
Delia Fant, Assistant Principal

www.fontana.k12.ca.us

### Board of Education

D. Wayne Ruble, Ed.D., President  
Gus Hawthorn, Clerk  
Laura Abernathy-Mancha, Member  
Kathy Binks, Member  
Arlene Piazza, D.Min., Member

### District Administration

Debra A. Bradley, Ed.D.  
Superintendent of Schools

Jerry Kurr  
Interim Associate Superintendent,  
Business Services

Laurie St. Gean  
Associate Superintendent,  
Educational Services

Patricia J. Peoples, Ed.D.  
Associate Superintendent,  
Administrative Services

Marilyn J. Corey  
Interim Associate Superintendent,  
Human Resources



### A Message from the Superintendent

Ensuring academic success for all students hinges on a close working relationship between home and school. It is critically important that you as parents/guardians know about your child's school and the outstanding accomplishments of its students and staff. It is our hope you will review this information and utilize it as appropriate.

Debra A. Bradley, Ed.D.  
Superintendent of Schools

### Principal's Message

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

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

The entire staff at Sequoia is committed to providing the best educational program possible for our students. Our staff is dedicated to ensuring that Sequoia 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.

Anne Roth  
Principal

Delia Fant  
Assistant Principal

### School Profile

In 2002-03 Sequoia Middle School served 1,375 students in grades seven and eight on a single-track, year round school calendar. Sequoia Middle School is the site of the district's Gifted and Talented Education (GATE) magnet program for students in the seventh and eighth grades. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Sequoia Middle School 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 School 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 School's discipline program

| 2002-03 Enrollment: 1,375                          |       |
|--|-------|
|  | %     |
| Male   | 50.3% |
| Female   | 49.7% |
| English Learners                                   | 39.5% |
| Non English Learners                               | 60.5% |
| SED <sup>^</sup>                                   | 60.2% |
| Students with Disabilities                         | 13.2% |
| Migrant Students*                                  | 2.3%  |
| African American                                   | 4.7%  |
| American Indian                                    | 0.5%  |
| Asian  | 0.6%  |
| Filipino   | 0.4%  |
| Hispanic   | 85.2% |
| Pacific Islander                                   | 0.6%  |
| White (not Hispanic)                               | 8.0%  |
| <sup>^</sup> SED - Socioeconomically Disadvantaged |       |
| *Source: STAR testing enrollment                   |       |

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

Attendance is critical to achievement, and regular daily attendance is a priority at Sequoia Middle School. For each day a student is absent, the school loses \$37 in state funding. Attendance, tardiness, and truancy policies are clearly stated consistently enforced and consequences fairly administered. Sequoia Middle School promotes student attendance with responsibility training. Community aides, teachers, and the School Resource Officer work directly with students and parents during phone calls, conferences, and home visits for those students with chronic tardiness and absenteeism.

The table below illustrates the incidents of suspension and expulsion for Sequoia Middle School, and the combined total for all middle schools in the Fontana Unified School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

| Suspensions and Expulsions |         |      |      |                     |       |       |
|----------------------------|---------|------|------|---------------------|-------|-------|
|                            | Sequoia |      |      | FUSD Middle Schools |       |       |
|                            | 01      | 02   | 03   | 01                  | 02    | 03    |
| Suspensions (Cases)        | 252     | 400  | 384  | 1,664               | 2,913 | 2,459 |
| Expulsions (Cases)         | 8       | 11   | 18   | 43                  | 130   | 115   |
| Suspensions (%)            | 14.3    | 29.9 | 27.9 | 4.5                 | 7.5   | 6.1   |
| Expulsions (%)             | 0.46    | 0.82 | 1.30 | 0.12                | 0.33  | 0.29  |

### Class Size

Sequoia Middle School maintained a schoolwide average class size of 26 students and a pupil-to-teacher ratio of 26:1 for the 2002-03 school year. The pupil-to-teacher ratio varied by grade level and subject area.

|                | Teaching Load Distribution |    |    |                                  |    |                |    |              |    |    |    |    |
|----------------|----------------------------|----|----|----------------------------------|----|----------------|----|--------------|----|----|----|----|
|                | Average Class Size         |    |    | Number of Classrooms Containing: |    |                |    |              |    |    |    |    |
|                | 01                         | 02 | 03 | 1-22 Students                    |    | 22-32 Students |    | 33+ Students |    |    |    |    |
| English        | 28                         | 28 | 24 | 10                               | 13 | 26             | 39 | 37           | 50 | 20 | 25 | 13 |
| Math           | 27                         | 25 | 24 | 16                               | 15 | 14             | 27 | 28           | 44 | 16 | 12 | 5  |
| Science        | 32                         | 28 | 24 | 3                                | 8  | 10             | 17 | 23           | 37 | 25 | 19 | 6  |
| Social Science | 29                         | 31 | 26 | 6                                | 1  | 7              | 21 | 21           | 26 | 13 | 16 | 7  |

### Instructional Time

During the 2002-03 school year, all instructional minutes offered at Sequoia Middle School 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 School offered 54,225 minutes of instructional time. For the 2002-03 school year, Sequoia Middle School offered 180 days of instruction comprised of 135 regular and 45 minimum days. Sequoia Middle School utilized minimum days for staff development, teacher preparation, parent conferences, team meetings, department meetings, and grade level meetings.

### Textbooks & Instructional Materials

Sequoia Middle School ensures that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks for classroom use. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks and are selected from the state's list of adopted materials.

| District-Adopted Textbooks |   |              |
|----------------------------|---|--------------|
| Subject                    | Publisher/Series  | Grade Levels |
| Language Arts              | Holt, Rinehart & Winston: <i>Literature and Language Arts</i> | 6-8          |
|                            | Hampton Brown: <i>High Point</i>                              | 6-8          |
|                            | McDougal Littell: <i>Mathematics Concepts and Skills</i>      | 6            |
| Math                       | Prentice Hall: <i>Pre-Algebra</i>                             | 7            |
|                            | Prentice Hall: <i>Algebra I</i>                               | 8            |
|                            | Prentice Hall   | 6-8          |
| Science                    | Prentice Hall   | 6-8          |
| Social Science             | Houghton Mifflin  | 6-8          |

### School Facilities & Safety

Sequoia Middle School 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. All of the school's original buildings have been 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.

Safety of students and staff is a primary concern of Sequoia Middle School. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and passing periods, by the school resource officer, campus security officers, teachers, classified staff and school administrators.

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 197 of 1997. The plan was last updated in June of 2003 and was reviewed with the staff at that time. 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
- Conflict resolution

## Counseling & Other Support Services

It is the goal of Sequoia Middle School 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 and assistant principals coordinate the counseling and support services. The school employs qualified personnel to provide counseling and support services.

| Counseling & Support Services Staff |                       |                               |                         |
|-------------------------------------|-----------------------|-------------------------------|-------------------------|
|                                     | Number<br>of<br>Staff | Days<br>Available Per<br>Week | Full Time<br>Equivalent |
| Community Aide                      | 1                     | 5                             | 0.5                     |
| Counselor                           | 2                     | 5                             | 2                       |
| Health Assistant                    | 1                     | 5                             | 1                       |
| Nurse                               | 1                     | 1                             | 0.2                     |
| Psychologist                        | 1                     | 2                             | 0.4                     |
| School Resource Officer             | 1                     | 4                             | 0.8                     |
| Speech/Language Specialist          | 2                     | 5                             | 1.5                     |
| Campus Security Officers            | 2                     | 5                             | 2                       |

## Teacher Assignment

For the 2002-03 school year, Sequoia Middle School had 40 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines.

|                         | Teacher Credential Status |           |           |
|-------------------------|---------------------------|-----------|-----------|
|                         | 01                        | 02        | 03        |
| Fully Credentialed      | 48                        | 37        | 40        |
| Working Outside Subject | 0                         | 0         | 0         |
| Emergency Credentials   | 18                        | 9         | 14        |
| Interns                 | 5                         | 7         | 11        |
| Waivers                 | 2                         | 2         | 2         |
| <b>Total Teachers</b>   | <b>70</b>                 | <b>55</b> | <b>54</b> |

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

## Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. Periodically, Sequoia Middle School has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

## Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

## Training & Curriculum Improvement

All training and curriculum development activities at Sequoia Middle School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2002-03 school year to support the adoption of new curriculum or the implementation of new programs including:

- Instructional Strategies
- Student Recognition
- Writing Lessons Using a Grade Level Focus

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2002-03 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

## Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- Language! and Fast ForWord for struggling readers
- After-school Intervention in Language Arts and Math
- Extended Day Classes
- Homework Tutoring
- Peer Leader Program
- Schoolwide Conflict Resolution
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intersessions in Language Arts and Math
- Resource Specialist Program
- Special Day Classes

## Quality of Instruction & Leadership

Working closely with teachers and staff, the principal and assistant principals lead the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

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 (SSC)
- District Advisory Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- School Leadership Team
- GATE Booster Club
- Band Booster Club
- Parent Teacher Organization (PTO)
- Parent Forums
- Student Study Teams
- Individual Education Plan (IEP) Teams

## Expenditures & Services Funded

For the 2002-03 school year, Fontana Unified School District spent an average of \$6,309 to educate each student.

| Current Expense of Education Per Student* |           |               |
|---|-----------|---------------|
| 2001-02                                   |           |               |
| Statewide Average                         |           |               |
| All Unified School                        |           |               |
| Fontana USD                               | Districts | All Districts |
| \$6,309                                   | \$6,767   | \$6,719       |

\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2002-03 school year, Sequoia Middle School had the following categorical programs:

- Special Education
- Gifted and Talented Education (GATE)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- Special Education Transportation
- School Improvement Program Funds (SIP)
- Supplemental School Improvement Program (SSIP)

## 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 more than 20,000 average daily attendance throughout the state.

| Average Salary Information               |             |               |
|--|-------------|---------------|
| Teachers - Principals - Superintendent   |             |               |
| 2001-02                                  |             |               |
|  | Fontana USD | State Average |
| Beginning Teachers                       | \$35,236    | \$35,980      |
| Mid-Range Teachers                       | \$59,381    | \$57,139      |
| Highest Teachers                         | \$74,936    | \$73,953      |
| Elementary Principals                    | \$91,794    | \$100,810     |
| Middle School Principals                 | \$90,720    | \$100,810     |
| High School Principals                   | \$102,384   | \$100,810     |
| Superintendent                           | \$162,608   | \$171,096     |
| Salaries as a Percentage of Total Budget |             |               |
| Teacher Salaries                         | 43.6%       | 43.3%         |
| Administrative Salaries                  | 5.6%        | 5.2%          |

## Contact Information

Parents who wish to volunteer or participate in Sequoia Middle School's leadership teams, school committees, or school activities may contact the principal at (909) 357-5400.

## Student Achievement & Assessment

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.

In 2002-03, district language arts, math, science, and social science assessments were administered three 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 identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

## Standardized State Testing

Sequoia Middle School participates in California's mandatory Standardized Testing and Reporting (STAR) program that utilizes norm referenced tests (CAT/6 in 2003 and SAT/9 in preceding years) and criterion referenced tests (California Standards Tests). The CAT/6 measures achievement in comparison to a national sample; the California Standards Tests aid in determining student proficiency of the California State Content Standards.

*STAR results for Sequoia Middle School are located on page five; state and district results on the California Standards Tests are located on pages six and seven.*

## 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 measures each student's ability to perform fitness tasks in six major areas. 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).

| % of Students in Healthy Fitness Zone |         |      |            |
|---------------------------------------|---------|------|------------|
| 2002-03                               |         |      |            |
| Grade 7                               | Sequoia | FUSD | California |
| 7th Grade Total                       | 11.7    | 16.8 | 27.2       |
| 7th Grade Boys                        | 13.1    | 17.9 | 25.5       |
| 7th Grade Girls                       | 10.2    | 15.6 | 28.9       |

## 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 STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

| SAT-9 Norm Referenced Test<br>2001, 2002<br>% At or Above 50th Percentile |         |    |    |    |    |    |      |    |    |    |    |    |
|---|---------|----|----|----|----|----|------|----|----|----|----|----|
|   | Reading |    |    |    |    |    | Math |    |    |    |    |    |
|   | 6       |    | 7  |    | 8  |    | 6    |    | 7  |    | 8  |    |
|   | 01      | 02 | 01 | 02 | 01 | 02 | 01   | 02 | 01 | 02 | 01 | 02 |
| <b>All Students</b>   | 26      | 34 | 29 | 34 | 33 | 36 | 43   | 41 | 35 | 34 |    |    |
| Sequoia Middle  | 26      | 34 | 29 | 34 | 33 | 36 | 43   | 41 | 35 | 34 |    |    |
| FUSD  | 23      | 28 | 28 | 29 | 32 | 37 | 36   | 39 | 31 | 32 |    |    |
| California  | 47      | 48 | 48 | 50 | 49 | 57 | 50   | 52 | 49 | 50 |    |    |
| <b>Subgroups</b>  |         |    |    |    |    |    |      |    |    |    |    |    |
| Male  | 21      | 33 | 26 | 34 | 30 | 30 | 42   | 37 | 40 | 31 |    |    |
| Female  | 30      | 35 | 32 | 33 | 35 | 42 | 44   | 46 | 31 | 37 |    |    |
| English Learners  | 2       | 5  | 6  | 7  | 7  | 12 | 15   | 18 | 10 | 9  |    |    |
| Non English Learners  | 40      | 49 | 44 | 47 | 46 | 51 | 57   | 56 | 48 | 47 |    |    |
| SED^  | 19      | 27 | 24 | 26 | 26 | 32 | 38   | 37 | 29 | 29 |    |    |
| Non SED   | 40      | 46 | 42 | 43 | 44 | 45 | 52   | 52 | 43 | 42 |    |    |
| African American  | 52      | 55 | 46 | 38 | 28 | 59 | 50   | 49 | 23 | 29 |    |    |
| Hispanic  | 20      | 28 | 25 | 29 | 29 | 31 | 39   | 39 | 32 | 30 |    |    |
| White (not Hispanic)  | 48      | 61 | 51 | 53 | 59 | 54 | 65   | 54 | 57 | 62 |    |    |
| ^SED - Socioeconomically Disadvantaged                                    |         |    |    |    |    |    |      |    |    |    |    |    |
| Sixth grade students were not enrolled in 2001-02.                        |         |    |    |    |    |    |      |    |    |    |    |    |

| CAT/6 Norm Referenced Test<br>2003<br>% At or Above 50th Percentile |         |    |      |    |
|---|---------|----|------|----|
|   | Reading |    | Math |    |
|   | 7       | 8  | 7    | 8  |
| <b>All Students</b>   | 35      | 27 | 38   | 38 |
| Sequoia Middle  | 35      | 27 | 38   | 38 |
| FUSD  | 31      | 26 | 33   | 36 |
| California  | 45      | 41 | 46   | 48 |
| <b>Subgroups</b>  |         |    |      |    |
| Male  | 31      | 24 | 39   | 33 |
| Female  | 39      | 30 | 37   | 42 |
| English Learners  | 10      | 2  | 15   | 15 |
| Non English Learners  | 51      | 44 | 53   | 52 |
| SED^  | 34      | 21 | 36   | 32 |
| Non SED   | 36      | 35 | 41   | 45 |
| African American  | 55      | 32 | 23   | 48 |
| Hispanic  | 32      | 25 | 37   | 35 |
| White (not Hispanic)  | 57      | 44 | 53   | 54 |
| ^SED - Socioeconomically Disadvantaged                              |         |    |      |    |

| California Standards Test (CST)<br>2001, 2002, 2003<br>Combined % of Students Performing at Advanced & Proficient Levels |                       |    |    |    |    |    |                  |    |         |                |    |    |
|--|-----------------------|----|----|----|----|----|------------------|----|---------|----------------|----|----|
|  | English/Language Arts |    |    |    |    |    | Grade-Level Math |    | Algebra | Social Science |    |    |
|  | 6                     |    | 7  |    | 8  |    | 6                | 7  | 8       | 8              |    |    |
|  | 01                    | 02 | 03 | 01 | 02 | 03 | 02               | 03 | 02      | 03             | 03 |    |
| <b>All Students</b>  | 14                    | 22 | 18 | 21 | 20 | 16 | 17               | 21 | 21      | 5              | 10 | 16 |
| Sequoia Middle   | 14                    | 22 | 18 | 21 | 20 | 16 | 17               | 21 | 21      | 5              | 10 | 16 |
| <b>Subgroups</b>   |                       |    |    |    |    |    |                  |    |         |                |    |    |
| Male   | 11                    | 19 | 15 | 16 | 17 | 13 | 13               | 20 | 20      | 4              | 7  | 16 |
| Female   | 17                    | 24 | 20 | 25 | 23 | 20 | 20               | 22 | 21      | 6              | 11 | 16 |
| English Learners   | 1                     | 3  | 2  | 1  | 2  | 0  | 1                | 6  | 5       | 0              | 1  | 2  |
| Non English Learners   | 23                    | 32 | 28 | 33 | 29 | 24 | 26               | 31 | 31      | 6              | 15 | 25 |
| SED^   | 10                    | 15 | 13 | 19 | 14 | 11 | 13               | 16 | 19      | 18             | 7  | 11 |
| Non SED  | 24                    | 35 | 30 | 23 | 26 | 25 | 21               | 33 | 23      | 8              | 12 | 22 |
| Students with Disabilities   | 7                     | 5  | 5  | 10 | 3  | 3  | 6                | 4  | 5       | 3              | 3  | 8  |
| Migrant  |                       |    | *  | 0  |    | *  | 0                | 0  | 0       | *              | 0  | 0  |
| African American   |                       | 19 | 27 |    | 17 | 20 |                  | 24 | 9       | 0              | 18 | 32 |
| Hispanic   |                       | 15 | 18 |    | 12 | 14 |                  | 19 | 19      | 4              | 7  | 13 |
| White (not Hispanic)   |                       | 33 | 43 |    | 44 | 37 |                  | 35 | 38      | 11             | 28 | 35 |
| ^SED - Socioeconomically Disadvantaged   |                       |    |    |    |    |    |                  |    |         |                |    |    |
| Sixth grade students were not enrolled after 2000-01.  |                       |    |    |    |    |    |                  |    |         |                |    |    |
| *Due to the moderate number of students tested, scores are not disclosed.  |                       |    |    |    |    |    |                  |    |         |                |    |    |
| 2001 testing data unavailable from the State Department of Education.  |                       |    |    |    |    |    |                  |    |         |                |    |    |

| Academic Performance Index (API)  |             |               |               |                |   |               |               |                |             |                    |               |                |
|---|-------------|---------------|---------------|----------------|---|---------------|---------------|----------------|-------------|--------------------|---------------|----------------|
|   | Base 2000   | Growth Target | Actual Growth | Growth 2000-01 | Base 2001                                 | Growth Target | Actual Growth | Growth 2001-02 | Base 2002   | Growth Target      | Actual Growth | Growth 2002-03 |
| <b>All Students</b>   | 558         | 12            | 15            | 573            | 585                                       | 11            | 0             | 585            | 596         | 10                 | 18            | 614            |
| <b>Subgroups</b>  |             |               |               |                |   |               |               |                |             |                    |               |                |
| SED^  | 493         | 10            | 29            | 522            | 538                                       | 9             | 15            | 553            | 568         | 8                  | 25            | 593            |
| Hispanic  | 523         | 10            | 19            | 542            | 558                                       | 9             | 7             | 565            | 579         | 8                  | 21            | 600            |
| White (not Hispanic)  | 694         | 10            | 12            | 706            | 708                                       | 9             | -8            | 700            | 699         | 8                  | *             | *              |
|   | <b>2000</b> | <b>2001</b>   | <b>2002</b>   |                |   |               |               |                | <b>2001</b> | <b>2002</b>        | <b>2003</b>   |                |
| Percent Tested (Base)   | 100         | 99            | 99            |                | Eligible for Governor's Performance Award |               |               |                | Yes         | No                 | No            |                |
| Percent Tested (Growth)   | 99          | 99            | 99            |                | Eligible for II/USP Program               |               |               |                | No          | -                  | -             |                |
| Statewide Rank  | 3           | 3             | 3             |                | Applied for II/USP Program                |               |               |                | No          | --- Not funded --- |               |                |
| Similar Schools Rank  | 8           | 8             | 8             |                | Received II/USP Funding                   |               |               |                | No          | --- Not funded --- |               |                |
| ^SED - Socioeconomically Disadvantaged  |             |               |               |                |   |               |               |                |             |                    |               |                |
| *Only numerically significant subgroups for each reporting period are required to be presented in this report card. |             |               |               |                |   |               |               |                |             |                    |               |                |

## California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the state board of education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level.

| California Standards Test (CST)                                |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 2001, 2002, 2003   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Combined % of Students Scoring at Advanced & Proficient Levels |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| ENGLISH/LANGUAGE ARTS - District and State Results             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|  | 2  |    |    | 3  |    |    | 4  |    |    | 5  |    |    | 6  |    |    | 7  |    |    | 8  |    |    | 9  |    |    | 10 |    |    | 11 |    |    |    |    |    |
|  | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 | 01 | 02 | 03 |
| <b>All Students</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   | 13 | 17 | 19 | 12 | 15 | 17 | 14 | 15 | 20 | 11 | 14 | 18 | 10 | 11 | 17 | 14 | 16 | 16 | 15 | 17 | 15 | 14 | 19 | 24 | 15 | 19 | 18 | 12 | 16 | 19 |    |    |    |
| California   | 32 | 32 | 36 | 30 | 34 | 33 | 33 | 36 | 39 | 28 | 31 | 36 | 31 | 30 | 36 | 32 | 33 | 36 | 32 | 32 | 31 | 28 | 33 | 38 | 31 | 33 | 33 | 29 | 31 | 32 |    |    |    |
| <b>Subgroups</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>Male</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   | 12 | 14 | 18 | 11 | 14 | 14 | 13 | 14 | 16 | 9  | 11 | 17 | 8  | 10 | 15 | 12 | 13 | 13 | 12 | 13 | 11 | 11 | 15 | 19 | 11 | 16 | 15 | 11 | 13 | 16 |    |    |    |
| California   | 29 | 29 | 30 | 28 | 31 | 29 | 30 | 33 | 37 | 26 | 28 | 36 | 28 | 28 | 29 | 28 | 30 | 31 | 29 | 28 | 30 | 25 | 28 | 43 | 27 | 28 | 33 | 26 | 28 | 30 |    |    |    |
| <b>Female</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   | 14 | 19 | 20 | 12 | 18 | 19 | 17 | 15 | 24 | 13 | 16 | 19 | 11 | 13 | 20 | 18 | 19 | 19 | 19 | 20 | 18 | 17 | 22 | 29 | 19 | 23 | 22 | 14 | 19 | 21 |    |    |    |
| California   | 34 | 35 | 40 | 33 | 36 | 37 | 35 | 40 | 43 | 31 | 33 | 39 | 33 | 32 | 38 | 35 | 37 | 40 | 36 | 37 | 35 | 33 | 36 | 42 | 36 | 38 | 38 | 32 | 35 | 37 |    |    |    |
| <b>English Learners</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   | 6  | 11 | 12 | 7  | 9  | 10 | 5  | 5  | 9  | 2  | 3  | 4  | 1  | 2  | 3  | 2  | 3  | 2  | 2  | 1  | 1  | 2  | 2  | 3  | 1  | 3  | 2  | 1  | 1  | 1  |    |    |    |
| California   | 12 | 14 | 19 | 9  | 12 | 13 | 7  | 10 | 15 | 4  | 6  | 9  | 4  | 4  | 6  | 3  | 5  | 5  | 3  | 3  | 4  | 2  | 3  | 6  | 2  | 3  | 4  | 2  | 3  | 3  |    |    |    |
| <b>Non English Learners</b>                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   | 18 | 22 | 25 | 15 | 22 | 25 | 20 | 22 | 23 | 16 | 19 | 29 | 14 | 17 | 26 | 20 | 22 | 22 | 21 | 23 | 20 | 19 | 25 | 31 | 18 | 25 | 24 | 15 | 20 | 24 |    |    |    |
| California   | 42 | 41 | 45 | 40 | 44 | 42 | 43 | 46 | 49 | 37 | 39 | 44 | 39 | 38 | 45 | 38 | 41 | 44 | 38 | 39 | 38 | 34 | 39 | 46 | 37 | 39 | 41 | 34 | 36 | 38 |    |    |    |
| <b>SED^</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   | 11 | 15 | 18 | 9  | 14 | 14 | 10 | 12 | 20 | 9  | 10 | 15 | 7  | 9  | 14 | 9  | 12 | 13 | 11 | 12 | 11 | 9  | 15 | 20 | 9  | 15 | 14 | 8  | 10 | 15 |    |    |    |
| California   | 17 | 18 | 23 | 14 | 18 | 20 | 16 | 19 | 24 | 13 | 14 | 20 | 14 | 14 | 19 | 14 | 16 | 19 | 14 | 14 | 15 | 12 | 15 | 20 | 13 | 14 | 16 | 12 | 14 | 16 |    |    |    |
| <b>Non SED</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   | 20 | 25 | 30 | 19 | 25 | 29 | 25 | 26 | 33 | 18 | 23 | 32 | 16 | 19 | 27 | 23 | 23 | 19 | 21 | 24 | 19 | 19 | 23 | 28 | 19 | 23 | 22 | 15 | 21 | 21 |    |    |    |
| California   | 51 | 51 | 55 | 50 | 54 | 52 | 53 | 56 | 59 | 46 | 49 | 54 | 48 | 47 | 54 | 45 | 48 | 51 | 45 | 46 | 43 | 38 | 42 | 49 | 40 | 42 | 43 | 36 | 38 | 40 |    |    |    |
| <b>Migrant Education</b>                                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   |    |    | 12 |    |    | 11 |    |    | 5  |    |    | 7  |    |    | 4  |    |    | 0  |    |    | 1  |    |    | 0  |    |    | 0  |    |    | 5  |    |    |    |
| California   |    |    | 8  |    |    | 10 |    |    | 9  |    |    | 11 |    |    | 11 |    |    | 10 |    |    | 8  |    |    | 12 |    |    | 8  |    |    | 7  |    |    |    |
| <b>Students with Disabilities</b>                              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   | 5  | 7  | 8  | 3  | 6  | 6  | 8  | 4  | 7  | 4  | 9  | 5  | 2  | 3  | 6  | 4  | 2  | 5  | 3  | 4  | 3  | 3  | 4  | 6  | 6  | 6  | 5  | 3  | 7  | 6  |    |    |    |
| California   | 17 | 16 | 17 | 15 | 17 | 15 | 14 | 15 | 15 | 9  | 11 | 12 | 7  | 8  | 10 | 5  | 6  | 7  | 5  | 5  | 5  | 4  | 7  | 7  | 4  | 7  | 5  | 4  | 7  | 5  |    |    |    |
| <b>African American</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   |    |    | 21 |    |    | 17 |    |    | 18 |    |    | 11 |    |    | 16 |    |    | 13 |    |    | 12 |    |    | 21 |    |    | 15 |    |    | 12 |    |    |    |
| California   |    |    | 23 |    |    | 23 |    |    | 24 |    |    | 17 |    |    | 16 |    |    | 18 |    |    | 17 |    |    | 18 |    |    | 19 |    |    | 17 |    |    |    |
| <b>American Indian</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   |    |    | 23 |    |    | 25 |    |    | 14 |    |    | 23 |    |    | 23 |    |    | 14 |    |    | 0  |    |    | 40 |    |    | 25 |    |    | 8  |    |    |    |
| California   |    |    | 28 |    |    | 30 |    |    | 34 |    |    | 27 |    |    | 24 |    |    | 28 |    |    | 27 |    |    | 27 |    |    | 28 |    |    | 26 |    |    |    |
| <b>Asian</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   |    |    | 41 |    |    | 24 |    |    | 59 |    |    | 27 |    |    | 38 |    |    | 35 |    |    | 41 |    |    | 36 |    |    | 43 |    |    | 53 |    |    |    |
| California   |    |    | 54 |    |    | 55 |    |    | 56 |    |    | 48 |    |    | 48 |    |    | 51 |    |    | 48 |    |    | 48 |    |    | 48 |    |    | 45 |    |    |    |
| <b>Filipino</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   |    |    | 52 |    |    | 53 |    |    | 67 |    |    | 47 |    |    | 19 |    |    | 29 |    |    | 38 |    |    | 65 |    |    | 36 |    |    | 38 |    |    |    |
| California   |    |    | 49 |    |    | 51 |    |    | 51 |    |    | 43 |    |    | 41 |    |    | 44 |    |    | 39 |    |    | 44 |    |    | 41 |    |    | 37 |    |    |    |
| <b>Hispanic</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   |    |    | 17 |    |    | 15 |    |    | 18 |    |    | 17 |    |    | 16 |    |    | 14 |    |    | 12 |    |    | 21 |    |    | 16 |    |    | 15 |    |    |    |
| California   |    |    | 17 |    |    | 18 |    |    | 19 |    |    | 15 |    |    | 14 |    |    | 17 |    |    | 15 |    |    | 16 |    |    | 16 |    |    | 14 |    |    |    |
| <b>Pacific Islander</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   |    |    | 43 |    |    | 15 |    |    | 33 |    |    | 22 |    |    | 16 |    |    | 7  |    |    | 18 |    |    | 18 |    |    | 7  |    |    | *  |    |    |    |
| California   |    |    | 37 |    |    | 31 |    |    | 39 |    |    | 32 |    |    | 31 |    |    | 30 |    |    | 23 |    |    | 30 |    |    | 26 |    |    | 23 |    |    |    |
| <b>White (not Hispanic)</b>                                    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| FUSD   |    |    | 25 |    |    | 25 |    |    | 31 |    |    | 32 |    |    | 30 |    |    | 27 |    |    | 28 |    |    | 39 |    |    | 38 |    |    | 34 |    |    |    |
| California   |    |    | 50 |    |    | 53 |    |    | 56 |    |    | 49 |    |    | 48 |    |    | 51 |    |    | 50 |    |    | 50 |    |    | 49 |    |    | 45 |    |    |    |

<sup>^</sup>SED - Socioeconomically Disadvantaged

\*Due to the moderate number of students tested, scores are not disclosed.

STAR testing data unavailable from the California Department of Education.

In this report, three years of English/Language Arts and two years of Mathematics scores are reported. At the eighth grade and high school levels, students take End of Course exams in each subject area completed. The Mathematics results reported include the combined scores of all grade levels taking the tests. Summative results for End of Course exams are only available for 2003. For detailed course and grade level results, please visit the STAR website: <http://star.cde.ca.gov>.

| California Standards Test (CST)                                |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
|--|-----------------------------------|----|----|----|----|----|------------------------------------|-----------|----------|------------|---------------------|----|----|----|----|----|----|
| 2002, 2003   |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| Combined % of Students Scoring at Advanced & Proficient Levels |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| MATHEMATICS - District and State Results                       |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
|  | Grade-Level Mathematics Standards |    |    |    |    |    | Subject-Area Mathematics Standards |           |          |            |                     |    |    |    |    |    |    |
|  | 2                                 | 3  | 4  | 5  | 6  | 7  | General Math                       | Algebra I | Geometry | Algebra II | Summative H.S. Math |    |    |    |    |    |    |
| All Students   | 02                                | 03 | 02 | 03 | 02 | 03 | 02                                 | 03        | 02       | 03         | 02                  | 03 | 03 |    |    |    |    |
| FUSD   | 29                                | 43 | 23 | 36 | 18 | 34 | 17                                 | 28        | 20       | 20         | 17                  | 17 | 1  | 9  | 18 | 24 | 39 |
| California   | 43                                | 53 | 38 | 46 | 37 | 45 | 29                                 | 35        | 32       | 34         | 30                  | 30 | 20 | 21 | 26 | 29 | 43 |
| <b>Subgroups</b>   |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| <b>Male</b>  |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 30                                | 46 | 24 | 36 | 19 | 33 | 17                                 | 29        | 19       | 18         | 16                  | 15 | 0  | 8  | 20 | 24 | 37 |
| California   | 45                                | 54 | 39 | 47 | 38 | 46 | 30                                 | 35        | 33       | 35         | 29                  | 29 | 20 | 21 | 28 | 32 | 47 |
| <b>Female</b>  |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 27                                | 40 | 23 | 36 | 17 | 35 | 18                                 | 27        | 21       | 20         | 19                  | 18 | 3  | 11 | 16 | 22 | 41 |
| California   | 41                                | 51 | 36 | 43 | 37 | 46 | 28                                 | 35        | 32       | 34         | 29                  | 30 | 20 | 22 | 24 | 26 | 40 |
| <b>English Learners</b>  |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 25                                | 38 | 19 | 30 | 9  | 24 | 9                                  | 17        | 6        | 7          | 5                   | 4  | 0  | 3  | 8  | 8  | *  |
| California   | 27                                | 37 | 22 | 30 | 18 | 29 | 10                                 | 15        | 11       | 11         | 9                   | 8  | 9  | 9  | 11 | 19 | 24 |
| <b>Non English Learners</b>                                    |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 32                                | 48 | 28 | 43 | 24 | 41 | 22                                 | 35        | 26       | 26         | 24                  | 22 | 1  | 12 | 19 | 24 | 41 |
| California   | 52                                | 61 | 46 | 53 | 46 | 53 | 37                                 | 42        | 39       | 42         | 35                  | 36 | 25 | 24 | 29 | 30 | 44 |
| <b>SED^</b>  |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 28                                | 41 | 22 | 35 | 16 | 32 | 15                                 | 26        | 17       | 16         | 14                  | 15 | 0  | 8  | 18 | 27 | 35 |
| California   | 30                                | 41 | 25 | 34 | 24 | 33 | 16                                 | 22        | 19       | 19         | 16                  | 16 | 13 | 13 | 13 | 17 | 23 |
| <b>Non SED</b>   |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 36                                | 52 | 29 | 49 | 28 | 53 | 25                                 | 39        | 27       | 28         | 24                  | 21 | 2  | 11 | 18 | 22 | 41 |
| California   | 61                                | 69 | 55 | 62 | 54 | 62 | 45                                 | 50        | 48       | 50         | 41                  | 43 | 27 | 26 | 32 | 33 | 48 |
| <b>Migrant Education</b>                                       |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 30                                | 30 | 23 | 15 | 4  | 2  | *                                  | 3         | 11       | *          | *                   | *  | *  | 3  | 11 | *  | *  |
| California   | 22                                | 31 | 17 | 26 | 16 | 25 | 11                                 | 15        | 13       | 15         | 11                  | 12 | 10 | 9  | 8  | 9  | 9  |
| <b>Students with Disabilities</b>                              |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 18                                | 26 | 10 | 19 | 8  | 14 | 8                                  | 11        | 7        | 7          | 5                   | 5  | 0  | 4  | 9  | 9  | 23 |
| California   | 27                                | 31 | 21 | 24 | 18 | 20 | 12                                 | 12        | 9        | 9          | 6                   | 6  | 5  | 6  | 10 | 19 | 7  |
| <b>African American</b>  |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 31                                | 25 | 28 | 20 | 13 | 8  | 0                                  | 7         | 8        | 11         | *                   | *  | 0  | 7  | 8  | 11 | *  |
| California   | 29                                | 37 | 23 | 29 | 22 | 29 | 15                                 | 19        | 15       | 17         | 13                  | 12 | 10 | 9  | 8  | 11 | 13 |
| <b>American Indian</b>   |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 31                                | 56 | 41 | 38 | 14 | 8  | *                                  | 6         | 14       | *          | *                   | *  | 19 | 6  | 14 | *  | *  |
| California   | 40                                | 50 | 32 | 39 | 31 | 37 | 24                                 | 28        | 26       | 28         | 22                  | 22 | 19 | 16 | 23 | 24 | 28 |
| <b>Asian</b>   |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 54                                | 51 | 57 | 57 | 48 | 35 | *                                  | 19        | 30       | 24         | 39                  | 39 | *  | 19 | 30 | 24 | 39 |
| California   | 66                                | 75 | 65 | 73 | 65 | 74 | 56                                 | 64        | 61       | 63         | 59                  | 60 | 39 | 48 | 48 | 50 | 65 |
| <b>Filipino</b>  |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 52                                | 77 | 71 | 70 | 31 | 38 | *                                  | 20        | 24       | 36         | *                   | *  | 31 | 20 | 24 | 36 | *  |
| California   | 57                                | 67 | 54 | 64 | 53 | 63 | 41                                 | 51        | 46       | 47         | 41                  | 42 | 31 | 27 | 27 | 23 | 34 |
| <b>Hispanic</b>  |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 43                                | 37 | 32 | 27 | 19 | 16 | 2                                  | 8         | 19       | 24         | 32                  | 32 | 13 | 8  | 19 | 24 | 32 |
| California   | 30                                | 40 | 25 | 33 | 24 | 33 | 16                                 | 22        | 19       | 19         | 15                  | 16 | 13 | 11 | 11 | 14 | 18 |
| <b>Pacific Islander</b>  |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 53                                | 31 | 40 | 22 | 38 | 7  | *                                  | 15        | *        | *          | *                   | *  | *  | 15 | *  | *  | *  |
| California   | 52                                | 45 | 45 | 31 | 31 | 26 | 20                                 | 16        | 20       | 24         | 29                  | 29 | 20 | 16 | 20 | 24 | 29 |
| <b>White (not Hispanic)</b>                                    |                                   |    |    |    |    |    |                                    |           |          |            |                     |    |    |    |    |    |    |
| FUSD   | 50                                | 44 | 41 | 34 | 30 | 26 | 0                                  | 14        | 26       | 22         | 70                  | 70 | 33 | 14 | 26 | 22 | 70 |
| California   | 61                                | 71 | 55 | 61 | 53 | 61 | 44                                 | 49        | 48       | 52         | 43                  | 44 | 33 | 30 | 35 | 32 | 47 |

^SED - Socioeconomically Disadvantaged

\*Due to the moderate number of students tested, scores are not disclosed.

STAR testing data unavailable from the California Department of Education.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, and migrant students. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, schools and districts must achieve the following:

**Elementary and Middle Schools:** A 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% in Mathematics on California Standards Tests (CST), a 95% or above participation rate on the CST (grades 2-8), and an API of 560 or one point of API growth each year.

**High Schools:** An 11.2% at-or-above proficiency rate in English/Language Arts and 9.6% in Mathematics on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

**Unified School Districts:** A 12.0% at-or-above proficiency rate in English/Language Arts and 12.8% in Mathematics on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. Mathematics) for two consecutive years will be identified for Program Improvement. Sequoia Middle School does not receive Title I funding and is not subject to Program Improvement mandates. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/iasa/titleone/> and <http://www.nclb.gov>.

| Federal Awards and Intervention Programs |                       |    |    |
|--|-----------------------|----|----|
|  | Sequoia               |    |    |
|  | 01                    | 02 | 03 |
| Recognition for Achievement (Title I)    | No                    | No | No |
| Identified for Program Improvement       | No                    | No | No |
| Exited Title I Program Improvement       | <i>Not applicable</i> |    |    |
| Number of Years in Program Improvement   | <i>Not applicable</i> |    |    |

| District and Title I Schools Meeting AYP Criteria for 2003 |  | Phases I & II |
|--|--|---------------|
| FUSD   |  | No            |
| Canyon Crest Elementary                                    |  | Yes           |
| Chaparral Elementary                                       |  | No            |
| Citrus Elementary  |  | No            |
| Cypress Elementary   |  | No            |
| Date Elementary  |  | Yes           |
| Hemlock Elementary   |  | No            |
| Juniper Elementary   |  | No            |
| Jurupa Hills Middle  |  | No            |
| Live Oak Elementary  |  | No            |
| Locust Elementary  |  | No            |
| Mango Elementary   |  | Yes           |
| Maple Elementary   |  | No            |
| North Tamarind Elementary                                  |  | No            |
| Oak Park Elementary  |  | Yes           |
| Oleander Elementary  |  | No            |
| Palmetto Elementary  |  | No            |
| Poplar Elementary  |  | Yes           |
| Primrose Elementary  |  | Yes           |
| Randall-Pepper Elementary                                  |  | Yes           |
| Redwood Elementary   |  | No            |
| Shadow Hills Elementary                                    |  | Yes           |
| Sierra Lakes Elementary                                    |  | No            |
| South Tamarind Elementary                                  |  | No            |
| Ted Porter Elementary                                      |  | No            |
| Tokay Elementary   |  | No            |
| West Randall Elementary                                    |  | No            |
| Program Improvement (PI) Schools                           |  | Year          |
| Hemlock Elementary   |  | 1             |
| Jurupa Hills Middle  |  | 1             |
| Locust Elementary  |  | 1             |
| Maple Elementary   |  | 2             |
| North Tamarind Elementary                                  |  | 3             |
| Palmetto Elementary  |  | 1             |
| <b>Number of PI Schools in District</b>                    |  | <b>6</b>      |
| <b>Percent of PI Schools in District</b>                   |  | <b>15%</b>    |

| Adequate Yearly Progress (AYP) 2003  |                                |      |                         |       |                        |      |                         |       |
|--|--------------------------------|------|-------------------------|-------|------------------------|------|-------------------------|-------|
| PHASE I: California Standards Tests and/or California High School Exit Exam  |                                |      |                         |       |                        |      |                         |       |
| Met Target? Yes or No  |                                |      |                         |       |                        |      |                         |       |
|  | Participation Rate             |      | % Proficient & Advanced |       | Participation Rate     |      | % Proficient & Advanced |       |
|  | English/Language Arts          |      | Mathematics             |       |                        |      |                         |       |
| Target   | 95%                            | 95%  | 13.6%                   | 12.0% | 95%                    | 95%  | 16.0%                   | 12.8% |
|  | Sequoia                        | FUSD | Sequoia                 | FUSD  | Sequoia                | FUSD | Sequoia                 | FUSD  |
| All Students   | Yes                            | Yes  | Yes                     | Yes   | Yes                    | Yes  | Yes                     | Yes   |
| Subgroups*   |                                |      |                         |       |                        |      |                         |       |
| English Learners   | Yes                            | Yes  | No                      | No    | Yes                    | Yes  | No                      | Yes   |
| SED^   | Yes                            | Yes  | Yes                     | Yes   | Yes                    | Yes  | No                      | Yes   |
| Students with Disabilities   | Yes                            | Yes  | No                      | No    | Yes                    | Yes  | No                      | No    |
| African American   |                                | Yes  |                         | Yes   |                        | Yes  |                         | Yes   |
| American Indian  |                                | Yes  |                         | Yes   |                        | Yes  |                         | Yes   |
| Asian  |                                | Yes  |                         | Yes   |                        | Yes  |                         | Yes   |
| Filipino   |                                | Yes  |                         | Yes   |                        | Yes  |                         | Yes   |
| Hispanic   | Yes                            | Yes  | Yes                     | Yes   | Yes                    | Yes  | No                      | Yes   |
| Pacific Islander   |                                | Yes  |                         | Yes   |                        | Yes  |                         | Yes   |
| White (not Hispanic)   |                                | Yes  |                         | Yes   |                        | Yes  |                         | Yes   |
| Phase II: API and Graduation Rates   |                                |      |                         |       |                        |      |                         |       |
| Met Target? Yes or No  |                                |      |                         |       |                        |      |                         |       |
| Target   | API of 560 or 1 point increase |      |                         |       | 82.8% or 0.2% increase |      |                         |       |
|  | Sequoia                        | FUSD | Sequoia                 | FUSD  |                        |      |                         |       |
| All Students   | Yes                            | Yes  | N/A                     | Yes   |                        |      |                         |       |
| ^SED = Socioeconomically Disadvantaged   |                                |      |                         |       |                        |      |                         |       |
| *Only numerically significant subgroups are required to be reported.   |                                |      |                         |       |                        |      |                         |       |
| For specific school level and district proficiency rates, participation rates, API scores, and graduation rates, please visit the state's AYP reporting website: <a href="http://www.cde.ca.gov/ayp/">http://www.cde.ca.gov/ayp/</a> |                                |      |                         |       |                        |      |                         |       |