

## Fontana Unified School District

# Sequoia Middle School

## 2003-2004 Annual School Report Card



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

### Sequoia Middle School

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Seventh - Eighth Grade  
Anne Roth, Principal  
Delia Fant, Assistant Principal  
J.J. Francoise, Assistant Principal  
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### Board of Education

Gus Hawthorn, President  
Arlene Piazza, D.Min., Clerk  
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Kathy Binks, Member  
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### District Administration

Charles D. Milligan, Ph.D.  
Superintendent of Schools  
  
Laurie St. Gean  
Deputy Superintendent,  
Educational Programs & School  
Services  
  
Richard A. Stedry, Ed.D.  
Deputy Superintendent,  
Business Services  
  
Yolanda Mendoza  
Associate Superintendent,  
Human Resources  
  
Patricia J. Peoples, Ed.D.  
Associate Superintendent,  
Administrative Services



### A Message from the Superintendent

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

#### LEARNING FOR ALL STUDENTS

Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

#### SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS

Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

#### QUALITY STAFF PROVIDING QUALITY SERVICE

Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

#### SCHOOL/ HOME/ COMMUNITY PARTNERSHIPS & COMMUNICATION

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

#### ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS

Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

Charles D. Milligan, Ph.D.  
Superintendent of Schools

### A Message from the Principal

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.

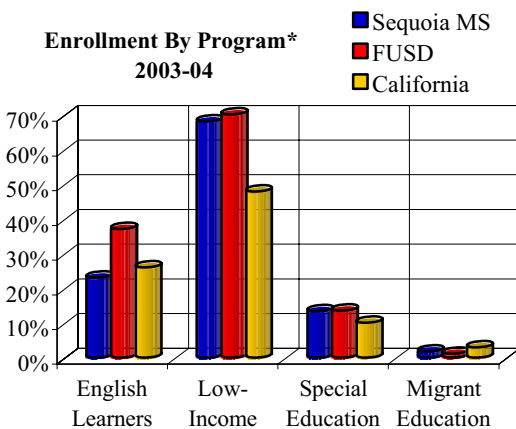
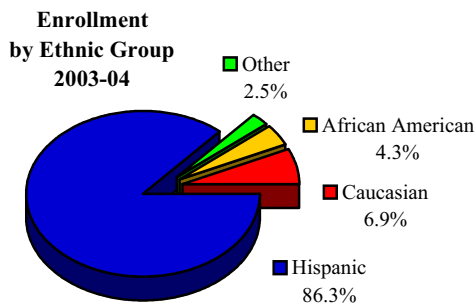
The entire staff at Sequoia is committed to providing the best educational program possible for our students. Our staff is dedicated to ensuring that Sequoia School maintains a safe, friendly and stimulating environment. This enables students to be actively involved in their lessons, their learning, 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  
 J.J. Francoise Assistant Principal

## School Profile

In 2003-04 Sequoia Middle School served 1,396 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.



\*Source: STAR testing enrollment.

## 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 is to provide students with opportunities to learn self-discipline and responsibility. In 2003-04, parents and students were informed of discipline policies at the beginning of the school year through classroom orientation, discipline assemblies and individual

student handbooks, which outline school discipline policies and the student code of conduct.

## Attendance

Attendance is critical to achievement, and regular daily attendance is a priority at Sequoia Middle School. For each day a student is present, the school receives \$37 in state funding. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered.

The table below illustrates the numbers and rates 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.

	Sequoia MS			Fontana USD Middle Schools		
	2002	2003	2004	2002	2003	2004
Suspensions (Cases)	400	384	284	2,913	2,459	2,585
Expulsions (Cases)	11	18	6	130	115	69
Suspensions (%)	29.9	27.9	20.3	34.0	26.2	27.8
Expulsions (%)	0.82	1.30	0.43	1.5	1.2	0.74

## Class Size

Sequoia Middle School maintained a schoolwide average class size of 25 students and a pupil-to-teacher ratio of 27:1 for the 2003-04 school year. The pupil-to-teacher ratio varied by grade level and subject area.

	Average Class Size	Classrooms containing:											
		1-22 Students			22-32 Students			33+ Students					
		02	03	04	02	03	04	02	03	04	02	03	04
English	28	24	30	13	26	9	37	50	39	26	13	24	
Math	25	24	32	15	14	5	28	44	12	12	5	28	
Science	28	24	32	8	10	3	23	37	12	20	6	28	
Social Science	31	26	32	1	7	3	21	26	13	17	7	24	

## Instructional Time

During the 2003-04 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 57,682 minutes of instructional time. For the 2003-04 school year, Sequoia Middle School offered 180 days of instruction comprised of 161 regular and 19 minimum days. Sequoia Middle School utilized minimum days for staff development, teacher preparation, parent conferences, student testing, team meetings, department meetings, and grade level meetings.

## School Facilities & Safety

Sequoia Middle School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1957. Additional buildings have been added to the campus over the years including a new

wing in 2001. The campus has been fully modernized. Current school facilities encompass 96,752 square feet and are situated on 18.76 acres. Facilities include 47 permanent classrooms, 10 portable classrooms, a computer lab, science labs, library, cafeteria, gymnasium, volleyball courts, basketball courts, handball courts, and boys and girls locker rooms. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. The district approved deferred maintenance projects for Sequoia Middle School during the 2003-04 and 2004-05 school years which resulted in the following improvements: air conditioning, fire alarm, phone, data, and electrical systems upgrades, new paint, new doors and hardware, ADA accessibility, and an updated kitchen.

A team of four custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). Fontana Unified School District uses a facility survey instrument developed by the California Office of Public School Construction to ascertain facility improvement needs. On May 20, May 24, and May 25, 2005, the district inspected Sequoia Middle School's campus using the facility survey instrument and did not find any emergency facility needs. Results of this survey may be obtained at the district office.

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 187 of 1997. The plan was last updated in July 2004 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

## Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

District-Adopted Textbooks (Grades 6-8)		
Subject	Publisher	Year Adopted
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Math	Prentice Hall: <i>Pre-Algebra</i>	2001
Math	Prentice Hall: <i>Algebra I</i>	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

## 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, and 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		
Title	Number of Staff	Full Time Equivalent
Community Aide	1	0.5
Counselor	2	2
Health Assistant	1	1
Nurse	1	0.2
Psychologist	1	0.4
School Resource Officer	1	0.8
Speech/Language Specialist	2	1.5
Campus Security Officers	2	2

## Teacher Assignment

For the 2003-04 school year, Sequoia Middle School had 41 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

<b>Teacher Credential Status</b>			
	<b>02</b>	<b>03</b>	<b>04</b>
Fully Credentialed	37	40	41
Emergency Credentials	9	14	4
Interns	7	11	9
Waivers	2	2	0
<b>Total Teachers</b>	<b>55</b>	<b>54</b>	<b>52</b>
Working Outside Subject	0	0	3
<b>Teacher Misassignments for 2004-05 = 8</b>			
<b>Misassignments of Teachers of English Learners= 70*</b>			
<b>Teacher Vacancies for 2004-05 = 0</b>			
<i>*Indicates number of classroom periods misassigned. One teacher may have up to 5 periods.</i>			
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.			

## NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state's process to show subject area competence in order to become NCLB-compliant.

<b>Teacher Education Levels</b>		
<b>2003-04</b>		
	<b>Sequoia MS</b>	<b>Fontana USD</b>
Doctorate	1.9%	1.3%
Master's Degree +30*	21.2%	34.6%
Master's Degree	0.0%	0.7%
Bachelor's Degree +30*	42.3%	45.2%
Bachelor's Degree	34.6%	18.3%
Less Than Bachelor's	0.0%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
<b>Courses Taught by NCLB-Compliant Teachers</b>		
Highly Qualified Teachers	22.2%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

## 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 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 2003-04 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
- English Language Learners Strategies
- Character Training
- Technology

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 offers three annual staff development days. During the 2003-04 school year district 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

## 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 2003-04, district language arts and math 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.

### Norm Referenced Test

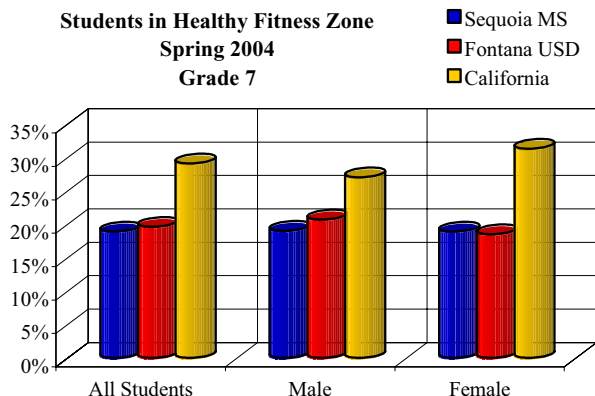
The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression, and mathematics. The adjacent table reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

CAT/6 Norm Referenced Test 2003 & 2004 % At or Above 50th Percentile								
Subject Area	Reading				Math			
	7		8		7		8	
Grade Level								
Year Ending	03	04	03	04	03	04	03	04
<b>All Students</b>								
Sequoia MS	35	33	27	26	38	39	38	36
Fontana USD	31	31	26	26	33	36	36	33
California	45	45	41	41	46	48	48	49
<b>Subgroups</b>								
Females	39	36	30	26	37	41	42	36
Males	31	30	24	25	39	37	33	37
English Learners	10	6	2	3	15	12	15	11
Non English Learners	51	49	44	37	53	55	52	49
SED^	34	33	21	26	36	39	32	36
Non SED	36		35		41		45	
Students with Disabilities	15	10	9	9	12	15	9	17
Migrant Education	0	9	0	0	0	18	0	15
African American	55	39	32	27	23	48	48	27
White (non Hispanic)	57	51	44	43	53	56	54	49
Hispanic or Latino	32	31	25	24	37	37	35	35

^SED - Socioeconomically Disadvantaged  
**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.**

### Physical Fitness

In the spring of each year, Sequoia Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to 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).



## 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. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested within a grade level and/or subgroup.

California Standards Tests Sequoia Middle School Subgroup Results 2004 % Performing at Proficient & Advanced Levels			
	English/ Language Arts	Math	History/ Social Science
African American	31	28	14
Asian	67	58	
Hispanic	18	16	15
White (not Hispanic)	36	30	29
Male	17	18	17
Female	24	18	16
English Learners	9	10	7
SED <sup>^</sup>	17	18	15
Students with Disabilities	6	7	6

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

California Standards Tests All Students % Performing at Proficient & Advanced Levels									
	Sequoia MS			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	17	18	21	16	18	20	32	35	36
Math	15	17	18	18	24	23	31	35	34
History/Social Science*		16	17	15	15	16	28	28	29

\*History/Social Science first administered to 8th graders in 2003.

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Awards:** Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

**II/USP:** Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	Growth 2001-02	2002 Base	Growth Target	Actual Growth	Growth 2002-03	2003 Base	Growth Target	Actual Growth	Growth 2003-04
<b>All Students</b>	<b>585</b>	<b>11</b>	<b>0</b>	<b>585</b>	<b>596</b>	<b>10</b>	<b>18</b>	<b>614</b>	<b>615</b>	<b>9</b>	<b>11</b>	<b>626</b>
<b>Subgroups</b>												
SED^	538	9	15	553	568	8	25	593	595	7	15	610
White (not Hispanic)	708	9	-8	700	699	8						
Hispanic	558	9	7	565	579	8	21	600	602	7	12	614
	<b>2001</b>	<b>2002</b>	<b>2003</b>						<b>2002</b>	<b>2003</b>	<b>2004</b>	
Percent Tested (Base)	99	99	99		Eligible for Governor's Performance Award				No	Yes	Yes	
Percent Tested (Growth)	99	99	99		Eligible for II/USP Program				--- Not funded ---			
Statewide Rank	3	3	3		Received II/USP Funding				--- Not funded ---			
Similar Schools Rank	8	8	7		Applied for II/USP Program				--- Not funded ---			

^SED - Socioeconomically Disadvantaged

### Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 13.6% of elementary and middle school students must be proficient in language arts and 16% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API).

After two consecutive years of failure to meet AYP in a particular subgroup, a school that receives Title I funding becomes eligible for Title I Program Improvement (PI). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. Sequoia Middle School does not receive Title I funding and is not subject to Program Improvement mandates.

A "Yes" in the adjacent chart means the school or subgroup was at or above the 2004 AYP targets; "No" means the school or subgroup did not meet 2004 AYP targets. Sequoia Middle School did not meet all of the 2004 AYP criteria.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Sequoia MS		Fontana USD	
	2003	2004	2003	2004
<b>Overall</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
All Students	Yes	Yes	Yes	Yes
African American			Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	No	Yes	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)			Yes	Yes
SED^	No	Yes	Yes	Yes
English Learners	No	No	No	Yes
Students with Disabilities	No	No	No	No

^SED = Socioeconomically Disadvantaged  
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs	
2004-05	
Recognized as a Title I Achieving School	n/a
Year Identified for Program Improvement	n/a*
Year in Program Improvement	n/a*
Year Exited Program Improvement	n/a*
Program Improvement Schools in District	
Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%
*School does not receive Title I funds and is not subject to Program Improvement mandates.	

## 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! 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
- 21st Century Learning Grant

## 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. Principal Anne Roth has led the school for five years, backed by 25 years in education.

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)
- District English Language Learners Advisory Committee (DELAC)
- Student Study Team (SST)
- Individual Education Plan (IEP) Teams

## Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

Current Expense of Education Per Student*		
2002-2003		
Statewide Average		
	All Unified	
Fontana USD	School Districts	All Districts
\$6,304	\$6,882	\$6,822

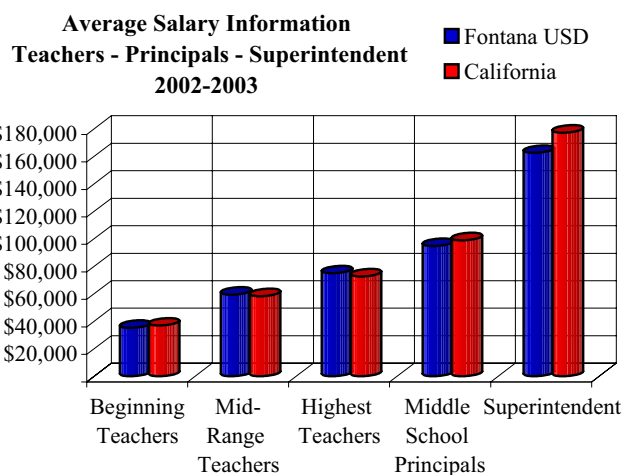
*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Sequoia Middle School had the following categorical programs:

- Special Education
- Gifted and Talented Education (GATE)
- Economic Impact Aid
- Special Education Transportation
- School Improvement Program Funds (SIP)

## 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.



Salaries as a Percentage of Total Budget		
2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%

## 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.

