

FONTANA UNIFIED SCHOOL DISTRICT

SEQUOIA MIDDLE SCHOOL

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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.

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 Middle School maintains a safe, friendly and stimulating environment. This enables students to be actively involved in their lessons, their learning, and responsible for their academic progress. By using research-based effective instructional strategies, our highly committed staff is able to deliver an excellent program. Our programs are designed by analyzing data to meet the needs of our diverse population. Further, we extend these programs and activities beyond the normal school day to ensure student success. Together, with everyone's hard work, our students will develop a sound academic foundation to meet future challenges with pride and accomplishment.

Parent Involvement

Parents are encouraged to get involved in Sequoia Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to

work in the classroom or chaperone field trips. All parents are invited to participate in school events and activities which provide opportunities for parents to support their child's interests and academic efforts. The School Site Council and English Language Advisory Council provide opportunities for parents to have input on curricular programs and school activities. The Guidance Advisory Committee welcomes parents to get involved in organized efforts to resolve issues impacting the social and personal growth of Sequoia Middle School's students. Throughout the year, parent education classes are held that offer assistance and helpful strategies that parents can implement at home in supporting their child's learning process. Information about parent workshops can be obtained from the school counselor at (909) 357-5400.

All school-to-home communication is provided in English and Spanish and takes place in a variety of formats. The school newsletter is issued at the beginning of each trimester and features information on classroom activities, schoolwide programs, student recognition, upcoming events, and day-to-day information. School flyers and the school marquee are used for special announcements and reminders. Parents may visit the school website (www.fusd.net/schools/MiddleSchool/Sequoia/index.stm) for general information and to access In Touch, a web-based academic progress reporting system. ConnectEd is an Internet-based telephone messaging system that forwards important announcements to each student's home. Parents may use their student's Agenda (school planner) to communicate daily with their child's teachers regarding class assignments and academic progress. Parents seeking more information on school programs or to become an active member of the school community may contact the principal at (909) 357-5400.

District Goals

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

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

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

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully

School Profile

Sequoia Middle School is a single-track, year-round school serving 1,369 students in seventh and eighth grade. A standards-based curriculum focusing on the individual needs and learning levels of each student is provided by highly trained, qualified teachers who understand the unique needs of middle school students. Staff, students, and parents are held to high standards and expectations in meeting academic goals and state proficiency targets.

Sequoia Middle School counseling staff have earned national and state recognition for their outstanding support programs. Most recent honors include:

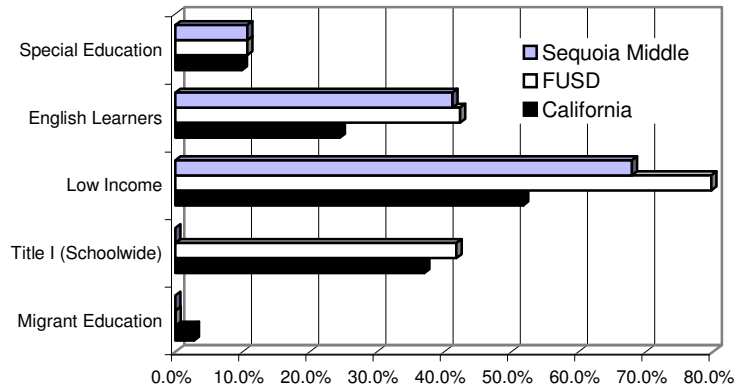
2004-05 Recognized ASCA Model Program (RAMP) Recipient
American School Counselor Association

2005 Golden Bell Award Recipient
School Counseling Program
California School Boards Association

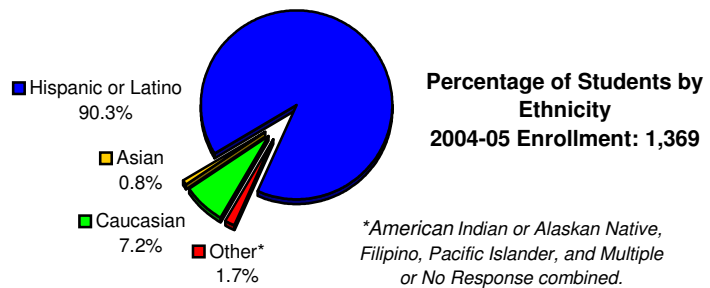
2006 Outstanding School Counselor of the Year
Nancy Jarman-Dunn
California Association of School Counselors

2005-06 Best in the West Winner
California Counselor Leadership Academy
3 Consecutive Years Presenting Outstanding Support Personnel Accountability Report Card (SPARC)

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Sequoia Middle School. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

During the 2004-05 school year, district language arts assessments and math assessments were administered three times a year to students in seventh and 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. Fontana Unified School District and Sequoia Middle School provided intervention programs for students who were identified through the matrix as performing below grade level standards.

District-Administered Assessments

Grade	2002-03		
	6	7	8
Reading	N/A	N/A	N/A
Math	20%	18%	25%
Writing	N/A	34%	38%
Grade	2003-04		
	6	7	8
Reading	N/A	20%	19%
Math	N/A	15%	57%
Writing	N/A	35%	52%
Grade	2004-05		
	6	7	8
Reading	N/A	32%	23%
Math	N/A	20%	54%
Writing	N/A	33%	32%

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Sequoia Middle			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	31	29	34	29	29	27	43	43	41
Math	38	38	39	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2004-05

	Sequoia Middle						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	21	*	*		33		45
Math	26	*	*		38		52

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

CAT/6 Test Results Other Numerically Significant Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2004-05

	Sequoia Middle					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	30	38	9	31	1	
Math	41	38	16	38	1	

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Sequoia Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Sequoia Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

Academic Performance Index

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

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

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

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

California Standards Test Results

All Students

Percentage of Students Scoring at Proficient & Advanced Levels

	Sequoia Middle			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	18	21	25	18	20	25	35	36	40
Math	17	18	20	24	23	26	35	34	38
Science				11	9	11	27	25	27
History	16	17	17	15	16	18	28	29	32

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

California Standards Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring at Proficient & Advanced Levels

2004-05

	Sequoia Middle						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	25	*	*		23	*	42
Math	8	*	*		19	*	31
Science							
History	24	*	*		14	*	36

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

California Standards Test Results

Other Numerically Significant Subgroups

Percentage of Students Scoring at Proficient & Advanced Levels

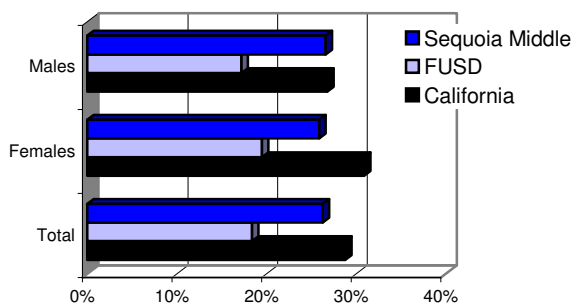
2004-05

	Sequoia Middle					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	21	30	3		21	0
Math	20	20	5		18	0
Science						
History	16	17	1		12	1

Physical Fitness Test Results

Percentage of Students in "Healthy Fitness Zone"

2004-05



7th Grade Results

Adequate Yearly Progress (AYP)

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

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.

- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Sequoia Middle School did not meet all 2005 AYP criteria; AYP targets were achieved in one out of five subgroups. Since Sequoia Middle School currently does not participate in the Title I Program, the school is not required to enter Title I Program Improvement status.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). 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. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Sequoia Middle School did not participate in the Title I program.

Academic Performance Index (API)

API Base		API Growth					
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	99	99	Percent Tested	99	99	99
API Base Score	596	615	634	API Growth Score	614	626	654
Growth Target	10	9	8	Actual Growth	18	11	20
Statewide Rank	3	3	3	Eligible for GPA	No	Unfunded	Unfunded
Similar Schools Rank	8	7	6	Eligible for II/USP	Unfunded	Unfunded	Unfunded

API Significant Subgroup Results

Hispanic or Latino							
API Base Score	579	602	621	API Growth Score	600	614	647
Growth Target	8	7	6	Actual Growth	21	12	26

Socioeconomically Disadvantaged							
API Base Score	568	595	617	API Growth Score	593	610	635
Growth Target	8	7	6	Actual Growth	25	15	18

Adequate Yearly Progress (AYP)

Overall School Results	Sequoia Middle			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	No	No	No	No	No	No
Overall School Results	No	No	No	No	No	No

	Subgroup Results					
	Sequoia Middle			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	No	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	No	Yes	Yes	Yes
English Learners	No	No	No	No	Yes	No
Special Education	No	No	No	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation

	Sequoia Middle
Title I Targeted Assistance School	No
Title I Schoolwide School	No
Program Improvement (PI) School	N/A
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A

	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

School Facilities & Safety

Sequoia Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1957; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1957
Acreage	18.76
Square Footage	96,752
	Qty.
# of Permanent Classrooms	47
# of Portable Classrooms	10
# of Restrooms (student use)	3 sets
Parent Education Center	1
Library	1
Computer Lab	2
Gymnasium	2
Science Lab	3
Cafeteria	1

Campus Supervision

Each morning as students arrive on campus, a minimum of eight staff members are responsible for monitoring student activities. Two security officers, teachers, the school resource officer, and both administrators are stationed at strategic locations on campus to ensure arriving students are proceeding to their classes responsibly. During lunch, two campus security officers and the counselor circulate between the cafeteria and student gathering areas. When students are released for the day, assigned teachers, the school resource officer, campus security officers and both administrators are assigned to designated areas to ensure students either travel to after-school activities or leave campus in a safe and orderly manner. Sequoia Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in July 2005. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action,

comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit requests to the school secretary who prepares and forwards work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian and three full-time evening custodians are assigned to Sequoia Middle School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian, secretary and assistant principal inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked for cleanliness by the custodian at designated times throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Sequoia Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School

Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 25, 2005. Deficiencies noted in the school site inspection report were corrected immediately by the district's maintenance department.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, Sequoia Middle School received \$1,810 in deferred maintenance funds to install modesty partitions in designated restrooms.

Classroom Environment

Discipline & Climate for Learning

Students at Sequoia Middle School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. School staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Students are motivated to understand the importance of good decision-making, coping with and learning from their mistakes, and developing a positive thought process to make better choices when faced with challenging situations in the future.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to principal's office. When administering consequences, the principal takes into consideration the referred student's past behavioral

School Site Inspection

Most Recent Inspection: August 25, 2005

Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	Cafeteria, Stage Area: Contains water damage from roof fire vent. Gym: Some tiles missing and others coming down. Building D-10: Tiles coming down. Building D-7: Tiles coming down and others stained. Building D-9: Some tiles stained.
Hazardous Materials (Interior & Exterior)	No	Walkways & Overhangs: Painting need in some areas of plywood and some areas chipping and peeling due to water. Field Bleachers: Wood surface exposed and needs painting.
Structural Damage	No	Walkways & Overhangs: Plywood contains wood rot due to water damage and some areas plywood starting to come down and needs replacing. Field Bleachers: Wood surface exposed and needs painting.
Fire Safety	No	Room 15: Furniture placed in front of fire alarm pull.
Electrical (Interior & Exterior)	No	Girls' Locker Room: Electrical box above lockers needs to be covered. Building D-3: Electrical cord strung across ceiling and held by clips. Room 5, 15, P8, Janitor's Room Building E, Utility Room Building F, Girls' Locker Room, Bathroom Building K, Building B-27: Lights out. Buildings B-27 and D-7: Light covers broken.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	Yes	
Restrooms	No	Boys' Restroom H-2: Plugged toilet. Boys' Locker Room & Boys' H-2: Needs supply of paper towels. K-Portables: Plumbing outlet between sinks needs repair.
Sewer	Yes	
Playgrounds/School Grounds	No	Quad Area: Benches that are bent need to be repaired.
Other	N/A	

100% of restrooms fully operational during the 2004-05 school year.

Deficiencies noted in the school site inspection report were corrected immediately by the district's maintenance department.

trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner.

Each student is provided with an Agenda at the beginning of the school year; the Agenda outlines distinct policies, school rules, and behavioral expectations. Students may use the Agenda to record assignments; parents may use the Agenda to communicate with their child's teachers regarding class assignments and academic progress. Assemblies are held once a month to address school rules and behavioral expectations with newly arriving students.

Teaching staff start off the first day of the school year with lessons in character education. In each of their classes, teachers introduce and discuss certain behaviors based on "life laws" - diligence, respect, and responsibility. Throughout the year, each department takes turns each month to reinforce a specific behavioral trait during class lessons. For example, teachers in the math department may be responsible for discussing "respect" at the end of their math classes. During the first few months of the school year, counselors visit the classroom to discuss conflict resolution strategies and career portfolios; at the end of the year counselors visit classrooms again to follow up on career portfolios and discuss post-high school planning and preparation.

Responsible students may be recommended to participate in the Peerleader elective course to receive leadership and peer mediation training from certificated staff and school counselors. Participating students are available to help fellow students with mild social issues and are trained to recognize situations that require adult intervention. Both self-referred and teacher-referred students must apply and interview with school staff prior to enrollment in the Peerleader course.

Every student has the opportunity to be recognized for outstanding academic efforts, attending school regularly, and demonstrating good citizenship. Students demonstrating and applying "life laws" into daily behavior are nominated by their teachers for "Student of Month" and "Reward Program" recognition. Those individuals selected for "Student of the Month" are announced at school assemblies and over the school intercom system. At the end of each trimester, one student per class is selected for "Reward Program"; selected students are invited to a special activity or field trip. At the end of each trimester, Sequoia Middle School celebrates students at schoolwide assemblies for achieving Honor Roll and maintaining perfect attendance; students are presented with a medal in recognition for their outstanding efforts.

Instructional Time

During the 2004-05 school year, all instructional time offered at Sequoia Middle School exceeded state requirements. For the 2004-05 school year, Sequoia Middle School offered 180 days of instruction comprised of 161 regular days and 19 minimum days. Sequoia Middle School utilizes minimum days for grading district assessment tests.

All instructional minutes offered at Sequoia Middle School during the 2004-05 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Sequoia Middle School offered a total of 57,682 minutes of instruction for the 2004-05 school year for all grade levels.

Class Size & Teaching Load

Sequoia Middle School maintained a schoolwide average class size of 28.9 students for the 2004-05 school year. The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2002-03				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	23.7	26	50	13
Math	24.3	14	44	5
Science	24.4	10	37	6
Social Science	26.0	7	26	7
2003-04				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	29.5	9	39	24
Math	31.6	5	12	28
Science	32.1	3	12	28
Social Science	32.0	3	13	24
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.5	8	52	13
Math	29.7	3	22	18
Science	28.8	3	37	7
Social Science	28.6	3	33	7

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Sequoia Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results, data analysis, and teacher input. During the 2004-05 school year, Sequoia Middle School held three staff development days that focused on:

- Edusoft Training
- Professional Learning Communities
 - Developing a Culture and Process for Monitoring Student Learning
- Aligning Practices and Programs to Increase Student Achievement

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Sequoia Middle School's principal works closely with two assistant principals and the Leadership Team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Anne Roth is responsible for overall administration of Sequoia Middle School. Many of the tasks and decision-making responsibilities are shared and delegated to Assistant Principal Delia Fant and Assistant Principal J.J. Francoise. Both assistant principals share oversight of student discipline and staff evaluations. Drawing upon their individual strengths, one assistant principal oversees attendance and the other provides oversight of student recognition and English Learner programs.

Ms. Anne Roth has been principal of Sequoia Middle School for the past six years (as of 2005-06) and serving the Fontana Unified School District for 24 years, holding positions as an instructional aide, classroom teacher, and school administrator. Professional certifications include a master's degree in administration, a bachelor's degree in liberal studies, and Tier I and Tier II administrative credentials.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principals, department representatives, counselors, English learner site monitor, and after-school tutoring representative. The Leadership Team meets once a month to help make decisions concerning the curricular and operational directions of the school, discuss interventions based upon analysis of student assessment data, discuss strategies in rewarding student achievement, and identifying staff development needs based upon teacher input. Department representatives serve as a liaison between administration and teaching staff as well as providing instructional leadership in the implementation of school programs.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2005, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade 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

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. On occasion, Sequoia Middle School experiences difficulty in obtaining a qualified substitute for an absent teacher. The middle school's designated resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, Sequoia Middle School's teachers coordinate efforts to cover the absent teacher's class during their prep periods.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Sequoia Middle School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	2	2.0
Psychologist	1	0.6
School Nurse	1	0.6
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.5
Adaptive PE Aide	1	0.5
LSH Therapist	1	0.4

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

Library Resources

The school library is staffed by a full-time librarian and is open from 7:00 a.m. to 3:30 p.m. Students have access to supplemental resources such as encyclopedias, dictionaries, newspapers, magazines, and books on tape. Ten Internet-accessible computers are available for online research and preparing reports using word processing software. Teachers determine when to integrate library visits into class lesson plans. Students may visit the library independently before school, during lunch, and after school.

Technology Resources

During the 2004-05 school year, Sequoia Middle School had a total of 345 computers; all classrooms had Internet access. On average, each language arts classroom has 5 computers and all other classrooms have three computers each; classrooms computers are typically used for research, word processing, and accessing Study Island (standards-based enrichment in a test-type environment). The school's computer lab features 40 Internet-accessible workstations and is used for whole-class instruction for research activities, completing special projects and student portfolios, and accessing web-based instructional resources such as *unitedstreaming™* (a web-based educational digital video library of visual references). Teachers identify and determine best strategies to integrate student use of technology into the curriculum.

Sequoia Middle School staff applied for and received funding from the Enhancing Education Through Technology (EETT) grant program. Teachers utilize the school's computer lab to train participating staff on how to use technology to enhance teaching and to promote learning. Teacher laptops and LCD projectors are currently provided to help facilitate innovative delivery of class lessons and web-based educational resources.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Sequoia Middle 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 using research-based instructional materials and strategies.

The school's special education program is staffed by three special education teachers and three special education aides who provide full-day instruction in three special day classes. Three resource specialist teachers and three resource specialist aides provide small-group instruction in resource classrooms. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed

and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Some English learners are enrolled in an English Language Development (ELD) Class (replacing an elective course) which supplements regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Two bilingual aides provide in-class support and instruction, collaborating with the EL students' teachers to ensure individual learning needs are met. Level 3 English learners (in between beginning and advanced proficiency of the English language) may participate in an elective class which helps students with notetaking skills, organizational skills, and emphasizes math and reading skills/strategies. Course content is designed to help students experience success in high school and post-secondary education. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Sequoia Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students who qualify for the Gifted and Talented Education (GATE) program through district testing are placed in designated classes to receive in-depth, ore complex instruction in math, language arts, science, and social science.

Sequoia Middle School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Tutoring: teachers are available after school for individual language arts and math assistance.
- Reading Support Classes: based upon state assessment results, district assessment results, and report card grades, students may be referred to Reading Support Classes as an elective course. Intervention strategies are applied in language arts to help referred students achieve proficient levels of reading and writing.
- Off-track Intersession: students at the Far Below Basic and Below Basic levels on the district's assessment matrix are given first priority and encouraged to attend a two-week intervention program (between trimesters). Forty hours of instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math. Students at the Basic level are welcome to attend if space is available.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Sequoia Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Assignment

For the 2004-05 school year, Sequoia Middle School had 49 teachers who met all credential requirements in accordance with state guidelines.

	Teacher Credentials & Assignments					
	Sequoia Middle			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	54	52	57	1818	1780	1911
Teachers with Full Credential	40	41	49	1603	1635	1771
Teachers in Alternative Routes to Certification	5	3	10	120	63	168
Pre-Internship	6	6	2	129	47	9
Teachers with Emergency Permits	14	4	1	261	56	34
Teachers with Waivers	2	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	3	3	0	35	60
Teacher Misassignments - Total	N/A	**	18	N/A	**	73
Other Misassignments of Certificated Staff	N/A	8	3	N/A	45	15
Teacher Misassignments for English Learners	N/A	70*	15	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05	
	%
Sequoia Middle	89.3
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

	Teacher Education Levels 2004-05	
	Sequoia Middle	FUSD
	%	%
Doctorate	1.8	1.3
Master's Degree plus 30 or more semester hours	19.3	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	49.1	48.6
Bachelor's Degree	29.8	14.3
Less than a Bachelor's Degree	0.0	0.7

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century	School Improvement
Class Size Reduction	School Safety
Comprehensive School Reform	Smaller Learning Communities
Early Intervention	Special Education
Dropout Prevention	Staff Development
Gifted & Talented Education	State & Federal Preschool
High Priority Schools	Supplemental Technology
Instructional Materials	Tenth Grade Counseling
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	Career & Vocational Education

	Salary Comparison 2003-04	
	FUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$35,236
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil 2004-05			
Total Expenditures	FUSD	Dollars Spent per Student	
		State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127