

# Fontana Unified School District

*“The mission of the Fontana Unified School District is to graduate all students prepared to succeed in a changing world.”*

www.fusd.net

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# Sequoia Middle School

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

*Serving Grades Seven through Eight*



Gorge Santiago, *Principal*

## 2011-2012 School Accountability Report Card

### 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 implementing all district plans.

### Principal's Message

Welcome to Sequoia Middle School! 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.



## School Profile

At Sequoia Middle School, staff, students, and parents are held to high standards and expectations in meeting academic goals and state proficiency targets. 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.

In the 2011-12 school year, the school served 1,233 students in grades seven and eight. The chart displays student enrollment at the school broken down by ethnicity.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	3.1%
American Indian	0.2%
Asian	0.3%
Filipino	0.4%
Hispanic or Latino	92.0%
Pacific Islander	0.2%
White	3.6%
Two or More	0.1%

## Discipline & Climate for Learning

Students at Sequoia Middle School are guided by district policies, school rules and behavior 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 to demonstrate poor conduct are referred to the principal's office. When administering consequences, the principal takes into consideration the referred student's past behavior 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 district policies, school rules, and behavior 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 semester to address school rules and behavior expectations with newly arriving students.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	361	393	236	5316	4655	3704
Suspension Rate	29.7%	31.5%	19.1%	13.0%	11.4%	9.1%
Expulsions	1	0	1	138	52	52
Expulsion Rate	0.1%	0.0%	0.1%	0.3%	0.1%	0.1%

Responsible students may be recommended to participate in the Peer Leader 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 Peer Leader course.

Every student has the opportunity to be recognized for outstanding academic efforts, attending school regularly, and demonstrating good citizenship. Students demonstrating good citizenship are nominated by their teachers for "Student of the Month" recognition. Those individuals selected for "Student of the Month" are announced at school assemblies.

Sequoia Middle School celebrates students at schoolwide assemblies for achieving Honor Roll and maintaining perfect attendance; students are presented with a pin or medal in recognition for their outstanding efforts.

## Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, Sequoia Middle School had 45 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	48	47	46	1569
Without Full Credentials	1	0	0	12
Working Outside Subject	0	0	5	15

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.*

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.7%	0.3%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks, Professional Learning Communities, and Response to Instruction and Intervention. The school supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. For the past three years, the district offered two staff development days.

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

## Class Size Distribution

The Class Size Distribution table shows the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
10	11	12	10	11	12	10	11	12	10	11	12	
By Subject Area												
English	*	27	26	*	12	13	*	30	33	*	17	12
Math	*	27	28	*	13	12	*	21	20	*	18	18
Science	*	31	30	*	4	4	*	9	22	*	22	18
Social Science	*	31	32	*	4	4	*	10	6	*	26	28

\*2009-10 data unavailable

## Counseling & Support Staff (School Year 2011-12)

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 Intervention Teams (SIT) 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.

In the 2011-12 school year, the district restructured its counseling program and introduced Academic Pathway Advisors (APAs) and Comprehensive Student Support Providers (CSSPs). The APAs provide academic guidance to all middle and high school students. The CSSPs serve the district's lowest performing students with specialized support and educational, personal, and behavioral guidance.

In the 2011-12 school year, the academic counselor-to-pupil ratio was 1:1,233. The chart displays support staff available to students at the school in the reporting year.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Pathway Advisor	1	1.0
Adaptive PE Aide	1	0.1
Adaptive PE Specialist	1	0.1
Comprehensive Student Support Provider (CSSP)	1	0.8
Health Assistant	1	0.6
Psychologist	1	0.6
School nurse	1	0.3
Speech/Language/Hearing Specialist	1	0.4

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.

## Data Sources

Data within the SARC was provided by Fontana Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Instructional Materials (School Year 2012-13)

Fontana Unified School District held a public hearing on September 19, 2012, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English Language Development	Hampton Brown- High Point	1998	Yes	0.0%
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
8th	Mathematics	Glencoe	2008	Yes	0.0%
8th	Mathematics	Holt	2008	Yes	0.0%
6th	Mathematics	Holt	2008	Yes	0.0%
7th	Mathematics	Holt	2008	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
7th	Science	Prentice Hall-Focus	2007	Yes	0.0%
8th	Science	Prentice Hall-Focus	2007	Yes	0.0%
6th	Social Science/ History	Holt	2006	Yes	0.0%
7th	Social Science/ History	Holt, Rinehart & Winston	2006	Yes	0.0%
8th	Social Science/ History	Holt, Rinehart & Winston	2006	Yes	0.0%

## Technology Resources

Sequoia Middle School has a total of 255 computers. All classrooms have Internet access. On average, each language arts classroom has five computers and all other classrooms have three computers each. Classroom 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 innovate delivery of class lessons and web-based educational resources.

## Availability of Additional Internet Access at Public Locations

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the state Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	41	41	43	42	44	46	52	54	56
Mathematics	35	26	28	39	40	40	48	50	51
Science	45	52	53	39	46	50	54	57	60
History/Social Science	27	32	33	31	35	37	44	48	49

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	46	40	50	37
School	43	28	53	33
African American/ Black	27	8	45	30
Hispanic or Latino	42	28	53	32
White	58	38	78	53
Males	38	28	59	36
Females	47	28	48	29
Socioeconomically Disadvantaged	41	27	52	32
English Learners	12	11	22	5
Students with Disabilities	30	19	26	7

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

## California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

## California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.





## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	2	3	3
Similar Schools	4	4	4
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	34	5	14
Hispanic or Latino			
Actual API Change	34	4	19
Socioeconomically Disadvantaged			
Actual API Change	30	16	13
English Learners			
Actual API Change	30	42	33
Students with Disabilities			
Actual API Change	126	39	30

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,163	727	29,067	755	4,664,264	788
Black or African American	33	655	1,840	737	313,201	710
Hispanic or Latino	1,076	726	24,767	750	2,425,230	740
White	40	779	1,549	797	1,221,860	853
Socioeconomically Disadvantaged	1,045	718	25,559	748	2,779,680	737
English Learners	792	719	16,022	738	1,530,297	716
Students with Disabilities	141	579	3,918	600	530,935	607

## Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2008-2009
Year in PI (2012-13)	Year 3	Year 3
# of Schools Currently in PI	-	35
% of Schools Identified for PI	-	77.78%

## Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in grades 2-8 and 10 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.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including mandatory reservation of Title I funds for staff development and tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the district is required to provide transportation to the new site. Results of school and district performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

## Physical Fitness (School Year 2011-12)

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 is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.6%	25.5%	35.8%

## Parent Involvement

Parents are encouraged to become involved in Sequoia Middle School's learning community. Parents may volunteer to work in the classroom, office, and library or help 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, GATE Parent meetings, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and school activities.

Throughout the year, parent education classes offer assistance and helpful strategies that parents can implement at home to support their child's learning process. Information about parent workshops can be obtained from the school liaison at (909) 357-5400.

## School News

All school-to-home communication is provided in English and Spanish and takes place in a variety of formats. The school newsletter is issued each semester and features information on classroom activities, schoolwide programs, student recognition, upcoming events, and day-to-day information. Monthly information meetings for each grade level are held on the first Tuesday of each month. 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](http://www.fusd.net/schools/MiddleSchool/Sequoia/index.stm)) for general information. TeleParent 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.

## Contact Information

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.

## School Facilities

Sequoia Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1957, the school sits on 18.76 acres and includes a library, 40 permanent classrooms, 12 portable classrooms, a computer lab, a gym, a science lab, and a cafeteria. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

The district's maintenance department inspects facilities and operating systems at Sequoia Middle School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school.

School Facility Conditions				
Date of Last Inspection: 04/19/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			27A - AC rattles. P10 - HVAC not working. Work orders submitted.
Interior		X		13 - South wall white board. Security Office - Blinds need repair. Book Storage - LB conduit fitting missing screw on cover - east wall. Library Receptionist - Loose ceiling tile, cracked light diffuser. 28, Principal Conference Room - West wall paint. Stock Room - Ceiling paint peeling. 29 - Curtain on closet are ripped, paint on duct work is peeling. 27B - Pencil sharpener is missing cup, speaker falling off wall. Gym - Screws missing at receptacle in NW corner, missing ceiling tile. 36B - Graffiti on S wall. 34 - Repair carpet, tile reducer at S side of room. P11 - Cove base loose on west wall. P10 - Misaligned ceiling tile, cove base missing at west wall. P9 - Cove base loose at SW corner of room. D7, D8, P6, D Teacher Room, Mechanical Room east, Custodial by D2, D4/D5 Common, D5 - Misaligned ceiling tile. P16 - Misaligned ceiling tile, room # sign needs to be reattached, pencil sharpener missing cover. D6 - Stained/misaligned ceiling tile. MPR - Hanging ceiling tile, lens on light fixture hanging. P3 - Stained/misaligned ceiling tile. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Custodial north - Very dirty. Work order submitted.
Electrical		X		16 - Wire mold needs repair east wall. 13 - Remove 4-5 box at floor level, replace with blank covers (5400.) 5, 6, 7, 8, 9, 10, 11, 12, 20 - Light fixtures rattle, remove 4-5 box at floor level, replace with blank covers (5400). 19, Conference Room, 18, 17, Staff Restroom by 17, Utility north by 17, 24, 24/23 Common, 23, 22, Workroom south, Workroom north, 21 - 5400 wire mold missing covers. Workroom south - Need lights. 27B - 5400 damaged. 33 - Diffuser missing. P6 - Broken/falling light diffuser. Work orders submitted.
Restrooms/Fountains	X			Girls Restroom by 1 - Toilet plugged north. Girls Restroom - Right hand toilet has broken seat. Portable Staff Restroom - Reinstall hand rail. Storage south - Outside drinking fountain does not work. Portable Boys Restroom - Right hand sink faucet is loose. Portable Girls Restroom - Right hand sink not working. Staff Restroom by 32 - Left hand sink not working. Kitchen - Hot water not working at north hand wash sink. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)			X	4, 5, 6, 7, 8, 9, 10, 11, 12, 20 - Fire extinguisher outdated. 13, 16, 19, Conference Room, 18, 17, Staff Restroom by 17, Utility north by 17, 24, 24/23 Common, 23, 22, Workroom south, Workroom north, 21, Teacher Lounge, 27A, P16 - Fire extinguisher expired. Library - Cover missing on fire alarm on east wall. 36 - Fire extinguisher discharged. Work orders submitted.
Structural (Structural Damage, Roofs)	X			Custodial - Plaster damaged on west wall. Gym - Fascia boards missing/broken E/end. P16 - Ramp needs re-coated, T1-11 and skirting damaged on S/side. Work orders submitted.
External (Grounds, Windows, Doors, Gates, Fences)	X			Admin Entry - Door glass scratched. Counselor M-Z - Window glass scratched. Gym - NE doors need door closer adjusted. P8 - Stop is falling out of S/window. P3 - Reattach chain link between P3/P4. Work orders submitted.



## San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 29, 2012. Results of the inspection and corrective action taken by the district are provided in the table.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 8/29/2012		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
27A	Mech/HVAC	Air conditioning system is not working (X). Work order submitted.
12, 6 and 7	Mech/HVAC	Vents or surrounding areas are dirty. Work orders submitted.
Walkways between buildings 17 and 24 and between buildings 20 and 21	Structural Damage	Ceilings are sloping or sagging (X). Work orders submitted.
Cafeteria - Stage area and Restroom - Staff next to room 17	Windows/Doors/Gates/Fences	Door or door jambs are broken or damaged. Work orders submitted.
Gymnasium	Interior Surfaces	Ceiling tiles are missing. Work order submitted.
Health Office	Interior Surfaces	Classroom furniture broken or damaged. Work order submitted.
P-09	Interior Surfaces	Ceiling tiles are damaged or loosed. Work order submitted.
Band Room, Kitchen - Student entrance speed line and Locker Room- Boys	Hazardous Materials	Paint is peeling, chipping or cracking. Work orders submitted.
Cafeteria	Fire Safety	Fire extinguisher/pull alarm is blocked ( <b>remedied</b> ). Elevator/ Wheel chair lift permit not current. Wheel Chair Lift is inaccessible ( <b>remedied</b> ).
14, 27A	Electrical	Improper usage of extension cords or extension/electrical cord trip hazard. Work orders submitted.
29, Band Room and Elevator	Electrical	Lighting covers are missing, damaged or loose. Work orders submitted.
30, Computer Lab and Kitchen - Student entrance speed line	Electrical	Electrical outlet/junction box covers or light switch covers are damaged or missing. Work orders submitted.
31, 4, 6, and Band Room	Electrical	TVs or electrical equipment are improperly mounted or unsecured. Work order submitted.
Band Room and Portable Restroom	Electrical	Light cover is dirty and/or stained. Work order submitted.
P-08	Electrical	Lighting fixture or bulbs are not working or missing. Work order submitted.
Portable Restroom	Restrooms	Urinal is not working. Work order submitted.
Restroom - Girls next to room 32	Restrooms	Sink is not working. Work order submitted.
Restroom - Next to room 30	Restrooms	Toilet is not working. Work order submitted.
Basketball Courts	Playgrounds/School Grounds	Play/sports equipment is broken, damaged or deteriorating. Work order submitted.
12, 31 and Band Room	Overall Cleanliness	Cluttered classroom or storeroom. Work orders submitted.
27A, 29, Admin Office and Library	Overall Cleanliness	Flooring is excessively dirty/stained. Work orders submitted.
27A, 29, 6, 8, Admin Office, Band Room, Cafeteria, Gymnasium, Library, P-08, P-09, P7, Room 27 B, Room 32, Room 33, Kitchen - Student entrance speed line, Restroom - Boys next to Portables, Restroom - next to room 16 and Room 34A	Overall Cleanliness	Graffiti etched in windows/tiles. Work orders submitted.
30	Overall Cleanliness	Unsecured items are stored too high. Work order submitted.
Baseball/Softball Fields	Overall Cleanliness	Areas evaluated have accumulated refuse. Work order submitted.
Portable Restroom	Overall Cleanliness	Area has unabated graffiti. Work order submitted.

## Campus Supervision

Each morning as students arrive on campus, a minimum of twelve staff members are responsible for monitoring student activities. One district security officer, teachers, the school resource officer, and administrators are stationed at strategic locations on campus to ensure arriving students are proceeding to their classes responsibly. During lunch, one district security officer and administrators 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 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.

## Campus Maintenance

The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

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. 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.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all 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.



## Safe School 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 school plan was last reviewed, updated, and discussed with school staff in the March 2012. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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

## Salary & Budget Comparison (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$39,880	\$41,455
Mid-Range Teachers	\$67,205	\$66,043
Highest Teachers	\$84,949	\$85,397
Elementary School Principals	\$105,064	\$106,714
Middle School Principals	\$107,691	\$111,101
High School Principals	\$121,679	\$121,754
Superintendent	\$187,499	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	39.0%
Administrative Salaries	3.9%	5.1%

## School Site Teacher Salaries (Fiscal Year 2010-11)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$69,082
District	\$68,510
Percentage of Variation	0.83%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	0.35%

## District Expenditures (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,948
From Supplemental/Restricted Sources	\$914
From Basic/Unrestricted Sources	\$4,034
District	
From Basic/Unrestricted Sources	\$5,028
Percentage of Variation between School & District	-19.77%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-26.06%

## District Revenue Sources (Fiscal Year 2011-12)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement