

Fontana Unified School District
9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600

Sequoia Middle School



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

Serving grades Seven and Eight - CDS Code: 36-67710-6061865

<http://www.fusd.net/Sequoia>

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2020-2021 School Accountability Report Card

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/> dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

District Vision

Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.



- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

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. At the Sequoia Middle School, we also work to provide students a positive and caring learning environment to help develop the whole student, academically and socially.

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. As a staff we take great pride in helping our students achieve to the highest levels and preparing them to be college and career ready. Together, with everyone's hard work, our students will develop a sound academic and social emotional foundation to meet future challenges with pride and accomplishment.

School Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	50.2
Male	49.8
Non-Binary	
Black or African American	2.1
American Indian or Alaska Native	
Asian	0.6
Filipino	0.2
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	
White	1.5
Two or More Races	0.8
Socioeconomically Disadvantaged	94.8
EL Students	28.5
Students with Disabilities	11.3
Foster Youth	0.3
Homeless	1.0
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
6th	0
7th	470
8th	523
Total	993

Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The tables display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered ineffective under ESSA), credentialed teachers who are assigned out-of-field (considered out-of-field under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.8	66.5	1251.4	72.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.8	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	1.2	37.5	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.4	19.7	1.1	12115.8	4.4
Unknown	15.7	31.9	407.0	23.7	18854.3	6.9
Total Teaching Positions	49.3	100.0	1719.7	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	0.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.6

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

School Facilities (School Year 2020-21)

Age and Condition of 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, 43 permanent classrooms, 12 portable classrooms, a computer lab, a gym, a science lab, boys and girls locker rooms, and a multipurpose room.

Campus Supervision

Each morning as students arrive on campus, a minimum of twelve staff members are responsible for monitoring student activities. Two district security officers, 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, two 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. Students are required to wear IDs.

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, district safety officers, 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 school administration 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 designated clerical staff 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.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: install Henrys Cold Process Monolithic Built Up Roof System to the permanent buildings and site-wide replacement of walkway canopies.

Facility Inspection Results

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 each 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. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in December 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:		3/22/2021
Data Collected:		January 2022
Overall Summary of School Facility Conditions:		Exemplary
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	BLDG E/ RM 4: 7. EXPOSED WIRES AT LIGHT SENSOR. RM 23: 7. EXTERIOR LIGHT COVER IS MISSING.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	AP: 11. PAINT IS CHIPPING ON EXIT DOOR.
STRUCTURAL: Structural Damage, Roofs	Good	BLDG G1/ G2/ RM 20: 12. DRY ROT ON EAVE.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

San Bernardino County Williams Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Results of the inspection conducted during the 2021-22 school year and corrective action taken by the district are provided in the table.

San Bernardino County Williams Facilities Inspection		
Inspection Date 09/02/2021		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
Boy's Locker Room	Interior Surfaces	Interior fixtures are loose, damaged, or broken (work order #50388) (remedied 9/2/21)
Baseball Field	Overall Cleanliness	Area has unabated graffiti (work order #50384)
Athletic Fields	Overall Cleanliness	Area has unabated graffiti (remedied 9/2/21)
Athletic Fields	Overall Cleanliness	Areas evaluated have accumulated refuse (remedied 9/2/21)
Main Office Area	Electrical	Lighting covers are missing, damaged or loose (work order #50403)
Boy's Restroom	Restrooms	Toilet seat cover dispensers empty (remedied 9/2/21)
Girl's Restroom	Restrooms	Toilet seat cover dispensers empty (work order #50384) (remedied 9/2/21)
Main Office Area	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #50403) (remedied 9/2/21)
Boy's Restroom	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #50406) (remedied 9/2/21)
Boy's Locker Room	Structural Damage	Block/brick walls or structures are deteriorating or damaged (work order #50390) (remedied 9/2/21)

Instructional Materials (School Year 2020-21)

Quality, Currency, & Availability

The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: December 2021						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
7th-8th	English/Language Arts, English Language Development	McGraw-Hill	StudySync	2016	Yes	0.00%
7th	History/Social Science	Teacher's Curriculum Institute	History Alive: The Medieval World and Beyond	2019	Yes	0.00%
8th	History/Social Science	Teacher's Curriculum Institute	History Alive: The US Through Industrialism	2019	Yes	0.00%
8th	Integrated Mathematics	Houghton Mifflin	Integrated Math	2015	No	0.00%
7th-8th	Mathematics	Big Ideas Learning	Big Ideas Math	2014	Yes	0.00%
7th	Science	Prentice Hall	Focus on Life Science	2007	No	0.00%
8th	Science	Prentice Hall	Focus on Physical Science	2007	No	0.00%
7th-8th	Spansish	McGraw-Hill	Asi Se Dice	2017	No	0.00%

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 22, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/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.

Adoption of Instructional Materials

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.

History/Social Studies and Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History-Social Science adoption for grades six through twelve was completed in spring of 2019. The History-Social Science adoption for grades Transitional Kindergarten through five was completed in spring of 2020. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

English Language Arts Curricula

The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. Grades 6-8 adopted new materials in 2016. Grades 9-12 adopted materials in 2017.

Mathematics Curricula

The district currently uses materials that have been approved by the state as aligned to the state standards. Grades 6-8 adopted materials 2014 and grades 9-12 adopted materials in 2015.

Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The local assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The Percent Met or Exceeded is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	NT	NT	70.74	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	NT	NT	0.00	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	2.94	NT	28.72

Assessment Results by Student Group					
English Language Arts					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1004	981	98%	2%	17%
Male	501	490	98%	2%	15%
Female	503	491	98%	2%	18%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	6	6	100%	0%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	--
Filipino	1	1	100%	0%	--
Hispanic or Latino	954	933	98%	2%	17%
Black or African American	20	19	95%	5%	11%
White	15	14	93%	7%	14%
Two or More Races	8	8	100%	0%	--
EL Students	279	276	99%	1%	1%
Foster Youth	5	5	100%	0%	--
Homeless	--	18	18	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	940	926	99%	1%	16%
Migrant Education			0%	0%	
Students with Disabilities	108	107	99%	1%	1%

Assessment Results by Student Group					
Mathematics					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1004	978	97%	3%	34%
Male	501	487	97%	3%	29%
Female	503	491	98%	2%	40%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	6	6	100%	0%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	--
Filipino	1	1	100%	0%	--
Hispanic or Latino	954	929	97%	3%	35%
Black or African American	20	20	100%	0%	25%
White	15	14	93%	7%	14%
Two or More Races	8	8	100%	0%	--
EL Students	280	277	99%	1%	4%
Foster Youth	5	5	100%	0%	--
Homeless	--	18	18	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	939	925	99%	1%	34%
Migrant Education			0%	0%	
Students with Disabilities	106	105	99%	1%	6%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2021-22)

Parents and guardians are encouraged to become involved in Sequoia Middle School's learning community. Parents may volunteer to work in the classroom, office, and library. 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, English Learner Advisory Committee, and School Counseling Advisory Committee 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.

All school-to-home communication is provided in English and Spanish and takes place in a variety of formats. School digital flyers, Black Board Connect phone messages, Parent Square Messages, 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. Black Board Connect 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- Attendance

Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1017	1009	78	7.7
Female	508	502	35	7.0
Male	509	507	43	8.5
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	0	0.0
Black or African American	22	22	3	13.6
Filipino	2	2	0	0.0
Hispanic or Latino	964	956	69	7.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	1	12.5
White	15	15	5	33.3
EL Students	288	287	23	8.0
Foster Youth	6	6	0	0.0
Homeless	21	21	2	9.5
Socioeconomically Disadvantaged	959	954	75	7.9
Migrant Education	0	0	0	0.0
Students with Disabilities	120	117	18	15.4

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates and expulsion rates; and
- Other local measures on the sense of safety.

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 plan was last reviewed, updated, and discussed with school staff in August 2021. 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

Suspensions & Expulsions

The tables display the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020–2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	2.79	3.27	0.00	0.00	0.25	0.00
District	3.19	2.01	0.06	0.06	0.03	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Additional Internet Access/Public Libraries

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

Professional Development Days

The chart displays the number of annual professional development days offered for the most recent three-year period.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	3	3	3

Professional Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

The district recently focused on knowledge of the Visible Learning Research to assist us in meeting our goal to ensure high quality first instruction for all of our students. Professional development for Teacher Clarity included a trainer of trainer's model, utilizing each school sites Instructional Leadership Team (ILT). The ILT participated in two days of training between September and November. The expectation after each day of training, was for them to go back and provide training to the teachers at their site.

All staff completes mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance and Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Grade Level												
6	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Other	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
By Subject Area												
English	24	26	22	23	17	21	20	28	29	13	10	3
Mathematics	26	27	21	19	18	28	13	17	28	21	18	
Science	29	30		8	5	9	5	7	18	27	26	12
Social Science	28	28	25	8	5	9	15	23	22	19	13	8

Counseling & Support Staff

It is the goal of school staff to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The tables display the Support Service Staff available to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	497

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.5

District Revenue Sources (Fiscal Year 2020-21)

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

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, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$6,471
School: From Supplemental/Restricted Sources	\$1,326
School: From Basic/Unrestricted Sources	\$5,145
District: From Basic/Unrestricted Sources	\$1,573
Percentage of Variation between School & District	227.08%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-39.07%

Teacher & Administrative Salaries

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 districts 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 web site, www.cde.ca.gov.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	\$50,645	\$50,897
Mid-Range Teachers	\$85,346	\$78,461
Highest Teachers	\$109,766	\$104,322
Elementary School Principals	\$124,573	\$131,863
Middle School Principals	\$124,573	\$137,086
High School Principals	\$137,291	\$151,143
Superintendent	\$250,000	\$297,037
Teacher Salaries	31%	32%
Administrative Salaries	5%	5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	\$89,153
District	\$89,550
Percentage of Variation between School & District	-0.44%
All Similar School Districts	\$84,665
Percentage of Variation between School & State	5.30%