



# Fontana Unified Sequoia Middle

## 2024-2025 School Accountability Report Card



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### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

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Fontana, CA 92335  
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### DISTRICT INFORMATION

Fontana Unified  
9680 Citrus Ave.  
Fontana, CA 92335  
(909) 357-7600

### BOARD OF EDUCATION

**Angel Ramirez, President**  
**Marcelino "Mars" Serna,**  
Vice President  
**Adam Perez, Member**  
**Danielle Holley, Member**  
**Mary Sandoval, Member**  
**Ashley Suarez,**  
Student Board Member

### DISTRICT ADMINISTRATION

**Miki R. Inbody**  
Superintendent  
miki.inbody@fusd.net  
**Leslie Barnes, Ed.D.**  
Associate Superintendent,  
Business Services  
**Christopher Hollister, Ed.D.**  
Interim Associate Superintendent,  
Teaching & Learning  
**Caroline Labonte**  
Interim Associate Superintendent,  
Human Resources  
**Craig Baker**  
Associate Superintendent,  
Student Services

### 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.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents 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>.

### MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at [www.fusd.net](http://www.fusd.net).

## DISTRICT STATEMENTS

### DISTRICT MISSION

“Every Student Successful. Engaging Schools. Empowered Communities.”

### DISTRICT VISION

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

### CORE VALUES

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

### 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.

### DISTRICT FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

### SCHOOL STATEMENTS

#### 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 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.

### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	48.70
Male	51.10
Non-Binary	0.30
American Indian or Alaska Native	
Asian	1.40
Black or African American	1.00
Filipino	0.10
Hispanic or Latino	95.30
Native Hawaiian or Pacific Islander	
White	2.00
Two or More Races	0.10
EL Students	26.00
Foster Youth	0.30
Homeless	1.40
Military	
Socioeconomically Disadvantaged	93.90
Migrant Education	
Students with Disabilities	11.30

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
7th	385
8th	406
Total	791

### CONDITIONS OF LEARNING

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.

### INSTRUCTIONAL MATERIALS

#### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 3, 2025, and adopted Resolution # 25-27 to certify 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.

**TEXTBOOKS**

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

2025-26 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 7th-8th / Course: English/Language Arts, English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: 7th-8th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
	Grade: 8th / Course: Integrated Mathematics / Publisher: Houghton Mifflin / Series: Integrated Math / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: 7th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Medieval World and Beyond / Adoption: 2019	Yes (State)	0
	Grade: 8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The US Through Industrialism / Adoption: 2019	Yes (State)	0
Science	Grades: 7th-8th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 7th-8th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

**TEACHER ASSIGNMENT**

The tables below 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>.

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.70	95.04	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	1.89	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.46	31.90	1.82	11,953.10	4.28
Unknown	1.10	2.60	87.80	5.02	15,831.90	5.67
Total Teaching Positions	43.90	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.40	90.75	1,564.80	90.61	231,142.40	83.24
Intern Credential Holders Properly Assigned	1.00	2.42	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.61	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.67	35.40	2.05	11,746.90	4.23
Unknown	1.80	4.53	84.90	4.92	14,303.80	5.15
Total Teaching Positions	41.20	100.00	1,726.90	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.50	84.86	1,569.70	91.57	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.90	2.22	9.40	0.55	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	3.96	34.10	1.99	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	2.17	36.40	2.12	12,112.80	4.34
Unknown	2.80	6.75	64.60	3.77	13,705.80	4.91
Total Teaching Positions	41.90	100.00	1,714.30	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.80	0.20	1.60
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.20	1.60

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.20	0.60	0.90
Total Out-of-Field Teachers	0.20	0.60	0.90

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.40	0.50	4.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

**FACILITY INSPECTION RESULTS**

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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	03/19/2025
Data Collected:	March 2025
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	GOOD	P- RM P4: 4. CARPET IS TORN. ADMIN BLDG, RM 27 B: 4. CEILING TILES ARE LOOSE. RM 33: 4. FORMICA IS BROKEN ON COUNTER. RM D 6, P- RM P2, RM 17, RM D 10, RM D 8, RM D 9, TEACHERS WRK RM, STAFF LOUNGE: 4. WATER STAIN CEILING TILES. STAFF LOUNGE: 4. FLOOR TILES ARE CRACKED IN HALLWAY. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	RM 14, RM D 8: 5. FLOOR TILES ARE STAINED. (Work order submitted)
ELECTRICAL: Electrical	GOOD	RM 3: 7. OUTLET COVER IS MISSING ON CONDUIT/ ELECTRICAL CORDS ARE DAISY CHAINED. RM 23: 7. CONDUIT COVER IS MISSING EXPOSING HIGH VOLTAGE WIRES. RM 19, RM D 6: 7. CONDUIT END CAP IS MISSING. BLDG A/ RM 9, RM D 9: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. P- RM P 12: 7. FOUR LIGHT BULBS ARE OUT. P- RM P2: 7. LIGHT SWITCH COVER IS CRACKED. P- RM P3: 7. OUTLET COVER IS MISSING. RM 12, RM 17, RM 8: 7. OUTLET COVER IS MISSING ON CONDUIT. RM 5: 7. SURGE PROTECTORS ARE DAISY CHAINED. P- RM P 11: 7. WATER STAIN IN LIGHT DIFFUSER. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	RM D 10: 9. FAUCET HAS LOW FLOW. GIRLS RR: 9. ONE FAUCET DOES NOT STAY ACTIVATED LONG ENOUGH. BOYS RR: 9. THREE FAUCETS DO NOT STAY ACTIVATED LONG ENOUGH. (Work orders submitted)
SAFETY: Fire Safety, Hazardous Materials	GOOD	P- RM P 10, P- RM P 11: 11. PAINT IS CHIPPING ON EAVE. BLDG A/ RM 9: 11. PLUG IN AIR FRESHENER IN USE. (Work orders submitted)
STRUCTURAL: Structural Damage, Roofs	GOOD	P- RM P4: 12. DRY ROT ON SKIRTING AT RAMP ENTRY. P- RM P 7, P- RM P 8, P- RM P 9, P- RM P 10, P- RM P 11: 13. GUTTER IS LEAKING ONTO RAMP. (Work orders submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	STOCK RM: 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD. RM 1, RM 12, RM 19: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM. RM 11: 14. TRIP HAZARD AT CEMENT SEAM BY GAS COVER. P- RM P 11: 14. TRIP HAZARD ON ASPHALT WALKWAY. P- RM P4: 15. DOOR DOES NOT CLOSE PROPERLY. P- RM P2: 15. FENCE IS BENT BETWEEN PORTABLES. (Work orders submitted)

## SCHOOL FACILITIES

### 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, 11 portable classrooms, 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 officers 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 and district safety officers 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 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.

**PUPIL ACHIEVEMENT AND OUTCOMES**

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) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.ets.org/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value “N/T” indicates that students were not tested, and therefore no scores are available at this time.

**ASSESSMENT RESULTS**

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

<b>Assessment Results by Subject</b>									
	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
English Language Arts/Literacy (Grades 3-8 and 11)	38	38	39	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	15	16	19	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	14	14	14	17	19	22	30	31	33

**Assessment Results by Student Group - English Language Arts**

<b>2024-25</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	815	812	99.63	0.37	38.79
Male	419	418	99.76	0.24	30.38
Female	394	392	99.49	0.51	47.96
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	772	769	99.61	0.39	38.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	19	19	100.00	0.00	52.63
Two or More Races	--	--	--	--	--
EL Students	173	173	100.00	0.00	5.78
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	15.79
Military	0	0	0	0	0
Socioeconomically Disadvantaged	768	765	99.61	0.39	37.78
Migrant Education	0	0	0	0	0
Students with Disabilities	91	91	100.00	0.00	8.79

**Assessment Results by Student Group - Mathematics**

<b>2024-25</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	815	812	99.63	0.37	19.48
Male	419	418	99.76	0.24	18.42
Female	394	392	99.49	0.51	20.72
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	33.33
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	772	769	99.61	0.39	19.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	19	19	100.00	0.00	21.05
Two or More Races	--	--	--	--	--
EL Students	173	173	100.00	0.00	5.20
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	768	765	99.61	0.39	19.24
Migrant Education	0	0	0	0	0
Students with Disabilities	91	91	100.00	0.00	3.33

### Assessment Results by Student Group - Science

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	415	413	99.52	0.48	13.80
Male	211	210	99.53	0.47	18.10
Female	202	201	99.50	0.50	9.45
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	392	390	99.49	0.51	14.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	76	76	100.00	0.00	1.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	393	391	99.49	0.51	13.30
Migrant Education	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	0.00

#### OTHER OUTCOMES

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 ASSESSMENT

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

#### 2024-25 Physical Fitness Test Participation

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	99	99	99	99	99

### PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

### 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.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2024-25</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	856	837	185	22.1
Female	415	404	92	22.8
Male	439	431	91	21.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	1	8.3
Black or African American	12	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	808	794	179	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	19	4	21.1
Two or More Races	--	--	--	--
EL Students	253	246	58	23.6
Foster Youth	--	--	--	--
Homeless	20	20	8	40.0
Military	--	--	--	--
Socioeconomically Disadvantaged	810	792	176	22.2
Migrant Education	--	--	--	--
Students with Disabilities	101	98	25	25.5

### PARENT ENGAGEMENT

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

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, 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](http://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.

**SCHOOL CLIMATE**

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

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

**SCHOOL SAFETY**

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 2025. 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 AND EXPULSIONS**

The table displays 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.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
School	5.77	3.98	3.04	0.23	0.00	0.12
District	3.80	2.38	2.32	0.03	0.01	0.05
State	3.60	3.28	2.94	0.08	0.07	0.06

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2024-25</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	3.04	0.12
Female	1.93	0.00
Male	4.10	0.23
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.09	0.12
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	4.74	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Military	--	--
Socioeconomically Disadvantaged	3.21	0.12
Migrant Education	0.00	0.00
Students with Disabilities	5.94	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.

**ACADEMIC COUNSELOR TO PUPIL RATIO**

The chart displays the ratio of pupils to academic counselor at the school.

<b>2024-25 Ratio of Number of Pupils per Academic Counselor</b>	
Academic Counselor(s)	396

**AVAILABLE COUNSELING AND SUPPORT STAFF**

The chart displays the support staff available to students at the school. 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.

<b>Counseling and Support Staff</b>	
<b>2024-25</b>	<b>Full Time Equivalent</b>
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
Other	

**CLASS SIZE DISTRIBUTION**

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.

\*Please note that the "Other" category may display data for multi-grade level classes.

<b>Class Size Distribution By Grade</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>
6th	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

<b>Class Size Distribution By Subject</b>												
	<b>Average Class Size</b>			<b>1-20 Students</b>			<b>21-32 Students</b>			<b>33+ Students</b>		
	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>25</b>
English	21	22	21	22	21	23	30	23	19	0	6	7
Mathematics	20	22	21	23	20	22	19	19	13	4	5	10
Science	26	24	23	8	9	13	15	19	9	8	6	12
Social Science	24	22	23	8	11	12	25	19	16	1	6	7

**DISTRICT REVENUE SOURCES**

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

#### SCHOOL AND DISTRICT EXPENDITURES

The 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, are 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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,510.87
School: From Supplemental/Restricted Sources	\$ 1,656.87
School: From Basic/Unrestricted Sources	\$ 7,854.00
District: From Basic/Unrestricted Sources	\$ 7,763.42
Percentage of Variation between School & District	1.17 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-29.54 %

#### TEACHER AND 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 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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 60,862.67
Mid-Range Teachers	\$ 91,736.00	\$ 93,575.04
Highest Teachers	\$ 124,609.00	\$ 125,548.29
Elementary School Principals	\$ 146,310.00	\$ 157,644.72
Middle School Principals	\$ 151,473.00	\$ 165,340.66
High School Principals	\$ 170,605.00	\$ 182,579.89
Superintendent	\$ 314,904.00	\$ 357,064.20
Teacher Salaries	30.67 %	30.36 %
Administrative Salaries	4.28 %	4.88 %

#### SCHOOL SITE TEACHER SALARIES

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.

2023-24 Average Teacher Salary	
School	\$ 92,008.12
District	\$ 100,077.00
Percentage of Variation between School & District	-8.06 %
All Similar School Districts	\$ 100,333.00
Percentage of Variation between School & State	-8.30 %

**PROFESSIONAL DEVELOPMENT DAYS OFFERED**

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

<b>Professional Development Days</b>			
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
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.

All staff complete 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.

**ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS**

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

**DISCIPLINE AND 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. All of Sequoia teachers have participated in a two day professional development on Restorative Practices for the 2019-2020 school year to help further provide students levels of supports inside of the classroom. 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. During the 2023-24 school year, Sequoia Middle School continued developing a Positive Behavior Intervention Support (PBIS) system to support student behavior with positive proactive comments and modeling, earning the Platinum Medal Award by the PBIS Coalition in 2024.

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.

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 and/or digital platforms.

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.