Sequoia Middle School

1805 Sequoia St • Redding CA 96001 • 530-225-0020 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Redding Elementary School District

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School Description

2018/19 is John Moser's 22nd year in education. As a school leader, he believes that all students can be successful and that schools should maintain the same high standards that the best teachers do. The best teachers build relationships with their students and use this knowledge to motivate them to learn, challenge them individually, and provide a culture of success. Staff members also need to feel they are growing within a professional learning community and can achieve at the highest levels.

Teachers and administrators take part in decision making at this school. Leadership is a goal for all employees. Teachers determine instructional methods as a team, and the entire staff develops staff training programs. Our School Site Council, which involves parent members as well as teachers and administrators, and the Parent Club play key roles in shaping our students' educational experience.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	179
Grade 7	215
Grade 8	164
Total Enrollment	558

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	3
Asian	2.7
Filipino	0.2
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.2
White	68.5
Two or More Races	6.1
Socioeconomically Disadvantaged	63.4
English Learners	3.4
Students with Disabilities	13.8
Foster Youth	0.7
Homeless	3.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials for Sequoia Middle School	17-18	18-19	19-20
With Full Credential	28	26	24
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	136
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sequoia Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* 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.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2017-18 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials
Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McDougal Littell	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Mathematics	College Preparatory Math	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science	Prentice Hall	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
History-Social Science	National Geographic	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)
The Redding School District makes great efforts to ensure that all schools are clean, safe, and functional. In 2016 the District and the Board of Trustees authorized a Facilities Needs Assessment in order to identify our facilities' needs over the next decade. To support the assessment effort, in 2018 the community passed a $28 million facilities bond to repair, renovate, and modernize all District schools. Since the bond passed in 2018 the District has used the Facilities Needs Assessment to plan out the Bond Initiatives.

In addition to the local bond, the District is seeking any State Modernization matching funds on a percentage basis, to assist with the expenditures for any major planned modernization work projects.

The District's Grounds and Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs, the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Sequoia Middle School is located near the Sacramento River in central Redding. The school is situated in the center of the City of Redding. Our original campus was built in 1949. In 1991, the community passed a bond that enabled us to build 21 new high-technology classrooms, a library, and a gymnasium. In 2003, we built the McLaughlin Auditorium, which we use for all of our visual and performing arts programs. Our campus is clean, and we constantly check the grounds to maintain high safety standards. In 2014 perimeter security fencing was constructed around student areas. In recent years, a covered hallway, the cafeteria, band room, and kitchen were re-roofed. In 2017, two high-use student restrooms were resurfaced/remodeled. Most recently, in 2019, the McLaughlin Auditorium's roof was refurbished.

The school is staffed with two day, and two night custodian to provide a clean and hazard-free environment. The Principal, along with the maintenance staff, works with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, on a monthly basis, the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department who then does an annual evaluation for the site.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/24/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Quarterly maintenance is provided to all units. Sewer upgrades are scheduled with the upcoming bond projects.
Interior: Interior Surfaces	Good	The district has a carpet replacement schedule where two rooms are replaced per year. Bond work will begin on the most aged portion of campus this summer.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
Electrical: Electrical	Good	Network upgrades were implemented to support a new bell, PA, and security system. A new digital reader board was installed in 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Lead testing was conducted to ensure that all drinking sources are safe.
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	Good	Modernization of roofs and windows is scheduled with upcoming bond projects.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. 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, which 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); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	48	46	44	50	50
Math	41	39	39	38	38	39

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	22.2	23.2	35.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	534	525	98.31	47.81
Male	246	242	98.37	41.74
Female	288	283	98.26	53.00
Black or African American	11	11	100.00	9.09
American Indian or Alaska Native	19	19	100.00	47.37
Asian	15	15	100.00	20.00
Filipino	--	--	--	--
Hispanic or Latino	94	93	98.94	41.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	352	348	98.86	52.59
Two or More Races	38	35	92.11	40.00
Socioeconomically Disadvantaged	347	340	97.98	41.18
English Learners	21	21	100.00	19.05
Students with Disabilities	77	74	96.10	9.46
Foster Youth	--	--	--	--
Homeless	22	21	95.45	4.55

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	527	513	97.34	38.99
Male	244	235	96.31	38.72
Female	283	278	98.23	39.21
Black or African American	--	--	--	--
American Indian or Alaska Native	19	19	100.00	31.58
Asian	15	15	100.00	40.00
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	34.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	349	340	97.42	42.35
Two or More Races	36	33	91.67	30.30
Socioeconomically Disadvantaged	342	330	96.49	33.33
English Learners	21	21	100.00	28.57
Students with Disabilities	76	70	92.11	7.14
Foster Youth	--	--	--	--
Homeless	20	19	95.00	5.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Sequoia welcomes and encourages parent involvement. Our school's annual plan and certain budget approvals are made by our School Site Council, which always includes parent members. Our Music Boosters are very involved and help with fundraising and special events. We have a very active Parent Club as well as Sports Boosters that support our programs and events. Monthly Parent Club and Sports Boosters Meetings are held. Our Sports Boosters help plan and support our vast athletic program and tournaments. We invite parents and community members to help at all school functions, including our special History Days in May. To inquire about these and other volunteer activities at Sequoia, please contact John Moser, our principal, at (530) 225-0020.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
It is very important that Sequoia families, staff, and community feel safe. Sequoia's Safe School Plan is updated annually. It was last updated, reviewed, and discussed on 10-31-19. The plan establishes an orderly response to such events as natural disasters, fires, earthquakes, safety threats, and dangers from unforeseen sources. Students and teachers regularly practice organized evacuation and precautionary drills. Our administration and key safety staff are equipped with wireless communication tools throughout the day. Our safety plan includes campus supervisors, who monitor the campus before, during, and after school. The Redding School District has a partnership with the Redding Police Department (Resource Officer) and we are proud to work closely with them to provide our students with the safest campus!

Discipline

Sequoia recognizes the need for safety and a secure, positive learning environment. Sequoia has embraced the implementation of Capturing Kids Hearts whereby staff members acknowledge the key to student learning is through positive relationships.Our Student Handbook is straightforward and easy to understand. The handbook is located on the Sequoia Middle School's webpage. Safety is always a very high priority at Sequoia.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	13.1	14.7	10.9
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.1	4.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.9
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.30
Resource Specialist (non-teaching)	1.5
Other	1.0

*   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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8.1	8.1	8.1

Sequoia holds regular collaborative grade-level meetings to discuss current teaching strategies and provide up-to-date training. Our teacher training program allows teachers to further their instructional and classroom management skills through district-wide staff development and classroom coaching. We offer frequent staff development opportunities based on established school or district priorities and curriculum interests.
2019-2020- 8.1 Professional Development Days
2018-2019- 8.1 Professional Development Days
2017-2018 - 8.1 Professional Development Days

Evaluating and Improving Teachers

Sequoia teachers are experienced and committed professionals. All of our teachers possess the appropriate credentials to teach in their designated subject areas. Administrators evaluate our teachers according to district protocol, which includes frequent observations and dialogue between teachers and administrators. We evaluate teachers each year during their first two years of employment. Beginning in their third year, we evaluate teachers every three years.

Substitute Teachers

In order to maintain the stability and excellence of our instructional programs, we make every effort to hire a suitable number of the highest-caliber substitute teachers. Sequoia is fortunate to be able to attract and maintain qualified substitute teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,296	$49,378
Mid-Range Teacher Salary	$67,630	$77,190
Highest Teacher Salary	$86,901	$96,607
Average Principal Salary (ES)	$111,643	$122,074
Average Principal Salary (MS)	$110,203	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$145,000	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,874	$1,406	$6,468	$72,359
District	N/A	N/A	$6,108	$67,696.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.7	6.7
School Site/ State	-14.9	-7.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Last year, our hardworking Parent Club raised funds to support school-wide assemblies, parent newsletters, student scholarships, grade level History Day celebrations, and our eighth grade graduation ceremony and activities. Our Music Boosters raised funds to support students in traveling to Disneyland every other year in order for Sequoia Middle School's band students to march down Main St! Sports Boosters raised funds to support Sequoia student athletes by purchasing replacement uniforms and equipment.   Sport Boosters also supports Sequoia athletes in numerous tournaments throughout the year.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.