

# Sequoia Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### 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.

## About This School

#### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sequoia Elementary School
Street	500 East Fresno Ave.
City, State, Zip	Shafter, CA. 93263
Phone Number	(661) 746-8740
Principal	Frank Flores
Email Address	fflores@rsdshafter.org
Website	<a href="http://www.sequoiabears.com/">http://www.sequoiabears.com/</a>
County-District-School (CDS) Code	15635780107771

Entity	Contact Information
District Name	Richland School District
Phone Number	661-746-8600
Superintendent	Mrs. Rosa Romero
Email Address	rsdinfo@rsdshafter.org
Website	www.rsdshafter.org

## School Description and Mission Statement (School Year 2019-20)

---

### Community & School Profile

Richland School District educates students in transitional kindergarten through eighth grades living in the City of Shafter and surrounding areas. The District operates four schools that are located in the city: Golden Oak Elementary School (TK-6), Redwood Elementary School (TK-6), Sequoia Elementary School (TK-6), and Richland Junior High School (7-8). Each school is dedicated to ensuring the academic success of every student.

Sequoia Elementary School is the newest school in Richland School District, built in the 2004-2005 school year. In the 2018-19 school year, Sequoia Elementary School served approximately 650 students and 600 in 2019-20. The school operates on a traditional school calendar. Sequoia Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. We also have a site website that keeps the community informed of events and general information about the site. The Sequoia Elementary site can be found at the following link: <https://www.sequoiabears.com>

### Sequoia Elementary School Mission

Sequoia Elementary provides students with a full educational program that addresses the Common Core State Standards with opportunities for enrichment and intervention. Character education using the principles of the Character Counts! pillars are key to developing students that will make positive decisions and is embedded to Sequoia's school culture, all within a safe and healthy school environment. Students have access to current technology tools for learning, including a commitment to a 1:1 student to technology ratio. Staff participate in quality professional development that is targeted to provide the best instruction to students. Staff also collaborate and analyze data to make the best instructional decisions in their classrooms. As a school, we value and encourage the participation and involvement of all community members and stakeholders.

### VISION STATEMENT

A place where students of the Sequoia elementary community become college and career ready and independent lifelong learners to be successful in "their world."

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	110
Grade 1	88
Grade 2	92
Grade 3	94
Grade 4	78
Grade 5	96
Grade 6	92
<b>Total Enrollment</b>	<b>650</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	3.7
Hispanic or Latino	86.9
White	8.9
Socioeconomically Disadvantaged	79.4
English Learners	34.6
Students with Disabilities	14.3
Foster Youth	0.5
Homeless	0.2

**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**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	38.5	40.5	35.83	156
<b>Without Full Credential</b>	2	1	1	4
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

**Year and month in which data were collected:** December 2019

Richland School District sets a high priority upon guaranteeing sufficiency of the most current state board adopted K-8th grades instructional materials are accessible to support the school's instructional program in all core subjects. The Richland School District held a Public Hearing on December 16, 2019, and determined each school within the district has sufficient and quality textbooks/instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided with a standards-aligned instructional materials in all core subjects to use in the classroom and to take home in all subjects.

Richland School District forms adoption committees whom utilize the California Department of Education approved guidelines to review, screen, and pilot instructional materials on the State Board of Education's Adopted Programs list. The adoption committees include representation from each school site. Committee members' administrators, teachers, parents, union representatives and community members. The Adoption Committee utilizes the current Adoption Toolkit developed by the Curriculum and Instruction Steering Committee (CISC) to help guide the process. . The Adoption Committee collaboratively establishes the district lens, analyzes state and local data, and reviews program components and pilots instructional materials.

The district formed the Next Generation Science Standards (NGSS) Committee in April, 2018 to begin the process of adopting science materials that are aligned to the Next Generation Science Standards and the newly adopted NGSS Framework. Furthermore, on January 14, 2019 the board of trustees approved the purchase of myWorld Interactive by Pearson for K-8th grades and is aligned to the new History-Social Science Framework.

Classrooms visit the library at least once every other week. In addition, the library is open to students before school, during recess, at lunch, and after school. The library is staffed by a full-time library assistant and a part-time credentialed librarian. The library assistant is available to help students with library usage and research techniques and delivers lessons aligned to support content standards and the Model School Library Standards for California Public Schools: Kindergarten through Grade Twelve. Students may check out a growing collection of books, magazines and MP3 players loaded with audiobooks, anytime within the library's hours of operation. Multilingual resources are available online and in print. Students and teachers have 24/7 access to databases, ebooks and digital audiobooks both at school and remotely. The library contains presentation equipment, computers, professional materials, and magazines for student and staff use as well as books and resources that support the curriculum and meet the various learning needs and recreational reading interests of the diverse student population. The library also supports site based efforts to promote reading.

Sequoia Elementary School is continually working to integrate technology into the curriculum. All classrooms are connected to the Internet, and every classroom has a teacher computer workstation and all students have access to a chromebook TK-6th grade. Additional computer carts are available for student use at various locations around campus. Teachers assist students with educational programs such as iStation, Reflex Math and Accelerated Reader.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Court 2017 K-6 Journeys Board adopted: June 26, 2017	Yes	0
<b>Mathematics</b>	Pearson Education Inc. 2015 K-6 enVision Mathematics Board adopted: December 5, 2016	Yes	0
<b>Science</b>	MacMillan/McGraw-Hill 2008 K-5 California Science Board adopted: June 25, 2008  Prentice Hall 2008 6-8 Focus on Earth Science Board adopted: June 25, 2008	Yes	0
<b>History-Social Science</b>	Pearson Education Inc. 2019 K-8 myWorld Interactive Board adopted: January 14, 2019	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sequoia Elementary School provides a safe, clean environment for students, staff and volunteers. School facilities were built in 2004-2005 with additions built in the 2006-07 and 2008-2009 school year. They include a multi-purpose room, library, gym, two staff rooms, the office and 22 permanent classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space. In the past 10 years a total of 17 portable classrooms have been added to the campus to support enrollment growth and to reduce class sizes.

#### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A team of four full-time custodians ensures classrooms, restrooms and campus grounds are kept clean and safe on a daily basis. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors and site administrators are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets and sinks on school grounds are in working order.

#### Deferred Maintenance Budget

The District contributes to the deferred maintenance fund (Fund 14) to cover annual maintenance costs that occur through-out the year or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. These maintenance costs are typically for major repairs.

### Deferred Maintenance Projects

For the 2018-2019 school year, the District completed several projects at the Redwood, Richland Junior High, Sequoia and Golden oak sites. The District's complete deferred maintenance plan is available at the District Office.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Minor leaks in cafeteria, library, 403, 405, 408, and 409.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Exemplary	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	34	37	32	36	50	50
Mathematics (grades 3-8 and 11)	26	31	24	28	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	332	331	99.70	0.30	37.27
Male	171	171	100.00	0.00	28.07
Female	161	160	99.38	0.62	47.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	14	14	100.00	0.00	21.43
Filipino					
Hispanic or Latino	292	292	100.00	0.00	38.14
Native Hawaiian or Pacific Islander					
White	23	22	95.65	4.35	40.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	255	255	100.00	0.00	32.28
<b>English Learners</b>	150	150	100.00	0.00	35.33
<b>Students with Disabilities</b>	42	41	97.62	2.38	2.44
<b>Students Receiving Migrant Education Services</b>	12	12	100.00	0.00	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>					

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	332	331	99.70	0.30	30.61
<b>Male</b>	171	171	100.00	0.00	28.65
<b>Female</b>	161	160	99.38	0.62	32.70
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	14	14	100.00	0.00	7.14
<b>Filipino</b>					
<b>Hispanic or Latino</b>	292	292	100.00	0.00	31.62
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	23	22	95.65	4.35	36.36
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	255	255	100.00	0.00	27.17
<b>English Learners</b>	150	150	100.00	0.00	28.67
<b>Students with Disabilities</b>	42	41	97.62	2.38	4.88
<b>Students Receiving Migrant Education Services</b>	12	12	100.00	0.00	25.00



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.6	19.1	21.3

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.

## 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 Elementary School takes advantage of resources available in the community to assist students in their emotional, personal and academic development including but not limited to:

- ELAC/DELAC
- School Site Council
- PTO
- College Community Counseling
- Child Welfare Department
- Department of Human Services
- Kern County Mental Health
- Healthy Start
- Community Mentoring Program

Parents who wish to participate in Sequoia Elementary School's leadership teams, committees, activities, or become volunteers may contact the school principal at (661) 746-8740.

### 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.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.9	1.7		2.7	2.2	0.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0		0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

---

Safety of students and staff is a primary concern of Sequoia Elementary School. All visitors must check in at the school office, which is the only entrance to the school (single point entry), and receive a visitor's pass to be permitted on campus.

This year our school began using the Raptor Visitor Management System, which is a district wide initiative being observed at all schools within the Richland School District to strengthen our program of campus safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our buildings at all times, and the Raptor system will allow us to do that. The Raptor system will better allow us to screen visitors, contractors, and volunteers in our schools and provide us with a safer environment for our students and staff.

Upon entering a district building, visitors will be asked to present an ID such as a Driver's License, which can either be scanned or manually entered into the system. If a parent or guardian for any reason does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campuses without our knowledge. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork.

The safety of our students is our highest priority and the Raptor Visitor Management System allows us to quickly identify those that may present a danger to our students.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis, school intruder drills are held at least quarterly, and earthquake drills are held once a school year. When available, Shafter police department is invited to conduct the intruder drill to offer advice, suggestions and feedback. Bus evacuation safety drills are also conducted throughout the school year. Safety Kits are placed in all classrooms and throughout school facilities to provide proper supplies during an emergency situation. Monitoring of school grounds is performed by teachers, administrators, custodians and yard supervisors before, during and after school.

A Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, policy to provide a safe and orderly environment conducive to learning, rules and procedures on school discipline, a step-by-step guide to disaster procedures, and dress code policy. Sequoia Elementary School reviews and updates the plan annually.

The plan is reviewed with school staff at the beginning of each school year and was last reviewed in August 2018. This plan is also shared with school site council on a yearly basis. An updated copy of the plan is available to the public at the school office or the District office.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	6		18	6			16	4	4	
1	22	1	4		18	5			16	5		
2	23		5		19	5			15	6		
3	15	5	4		19	1	4		21	2	2	
4	18	3	8		18	3	8		15	10		
5	28	1	8		22	1	8		13	9	6	
6	26	1	9	1	28	2	8	1	24	1	9	1
Other**	9	2			15	3	1		8	2		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1.0
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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,410.38	\$306.26	\$6,104.12	\$76,783.89
District	N/A	N/A	\$9,802.98	\$71,603.47
Percent Difference - School Site and District	N/A	N/A	-46.5	7.0
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-20.6	-1.1

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 (Fiscal Year 2018-19)

Based on 2018-19 audited financial statements, the District spent an average of \$13,276.34 to educate each student. The table provides a comparison of Sequoia Elementary School's per pupil funding (both restricted and unrestricted sources) with district (unrestricted) sources for the 2017-18 school year.

In addition to general fund State funding, Richland School District receives State and Federal categorical funding for the following programs:

LCAP  
 Maintenance and Operations  
 After School and Safety Education (ASES) AKA CHAMPS  
 Class Size Reduction  
 Special Education  
 Title I, Title II, Title III  
 Home-to-School Transportation  
 Migrant Education  
 Lottery

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,484	\$49,378
Mid-Range Teacher Salary	\$74,721	\$77,190
Highest Teacher Salary	\$95,563	\$96,607
Average Principal Salary (Elementary)	\$116,638	\$122,074
Average Principal Salary (Middle)	\$113,482	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$145,000	\$189,346
Percent of Budget for Teacher Salaries	35%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	3%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	21	26	20

Professional development at Sequoia Elementary School centers on the Common Core State Standards and Frameworks. Teachers update the instructional plans regularly using formative, interim and summative data to customize the educational experience for unduplicated students with the intent to continuously provide quality first instruction.

During the 2017-2018 school year, the following professional development was provided: English Language Arts and mathematics adoptions, Designated and Integrated ELD, Renaissance Learning Data on how to use data to group students, set goals, monitor progress to intervene as necessary, use learning progressions to identify skill gaps, plan targeted instruction to meet individualized learning needs and interpret advanced data and dashboards to ensure instruction is accelerating student growth. The ELPAC Academy focused on the implications for classroom instruction and student learning. Teachers developed formative assessments based on the ELPAC task types. In collaboration with Kern High School District, teachers were trained on teacher created lessons to meet the instructional needs of Newcomers.

In 2018-2019, the Richland School District provided professional learning opportunities for teachers and instructional aides in the area of literacy using the 95% instructional materials to support students, data analysis, classroom observations, modeling of effective strategies and grouping of students. Furthermore, teachers were provided with training on the History-Social Science Framework, Next Generation Science Framework, Saturday professional learning on the NGSS 5 E's Lesson Development & Progression Practice through Hands on Learning, the California Environmental Principals and Concepts, Science and Engineering Practice, NGSS Crosscutting Concepts, Access and Equity in Science Education, Forces and Interactions, Mathematics Performance TASK and Number Talks, Integrated and Designated ELD and the administration of the Interim Assessment Blocks for both ELA and Mathematics.

In 2019-2020, teachers and administration received continuous professional development on the following: Designated & Integrated ELD with a focus on language objectives, inquiry, text reconstruction, and sentence unpacking (following up coaching and lesson modeling by ELD consultants throughout the school year), History-Social Science Integration into ELA with a focus on the identified ELD strategies, myWorld Interactive by Pearson Year one of Implementation training by Pearson consultants, Illuminate training on grade-book, attendance and assessments, instructional plan roll out by grade level including collaborative time.

Yearly, certificated and classified staff are provided continuous professional development using the 95 Percent Group skill continuum, diagnostic assessments, instructional materials as well as coaching, and follow-up at the district and school site level so that data-informed instructional practices and effective interventions are sustained.

The District participates in the State-sponsored Induction Program. The goals of the Induction Program are to help new teachers succeed, foster increased retention within the teaching profession of quality teachers and improve instruction for students. For the 2017-2018, 2018-19 and 2019-2020 school year, the District's support provider assisted all eligible participants with program completion.