

Sequoia Elementary School

Grades K-8
CDS Code 54-72116-6054340

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Sequoia Union Elementary School District

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Principal's Message

As our mission statement says, the Sequoia Union Elementary School District is focusing on developing students with a strong moral integrity, an ongoing pursuit of academic excellence, and a developmental self-worth in a safe and supportive environment. To accomplish our school mission, it will take our entire school community. To this end we ask parents and members of the community to get involved with our Ag Program, volunteering in the classrooms, helping with beautification of the campus, participation in School Site Council, Parent's Guild, Sports Boosters, or in any manner that supports the growth of our students. I invite each and every person to become a part of any of these programs on our campus. With your support and involvement, your child's school experience will be positive and rewarding.

Parental Involvement

Parent participation at Sequoia Union is encouraged and appreciated. Parents can assist by being:

- A volunteer in the classroom
- A chaperone on trips and special activities
- A member of the Parents Guild/Sports Boosters
- A member of School Site Council

Please visit the Sequoia Union Elementary School website at www.sequoiaunion.org for more information on these programs and more!

School Safety

Sequoia Union has a safety plan that addresses all the components relevant to the academic and physical well-being of students, teachers and staff. A copy of this plan is available from the school upon request.

The school safety plan is living dynamic protocol that is continuously being updated and improved, as we strive to incorporate newly adopted state requirements that include suicide prevention, Cardiac Emergency Response, as well as improving our Threat Assessment Program. Key elements of the plan include fire, lock-down, staff/parent training in Situational Awareness, earthquake drills and disaster-response procedures. The safety plan also includes emergency phone numbers, a bomb-threat checklist and dealing with pandemics.

The school safety plan was last reviewed, updated and discussed with the school faculty, Tulare County Fire Department, and the Tulare County Sheriff's Department between October and December 2019.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

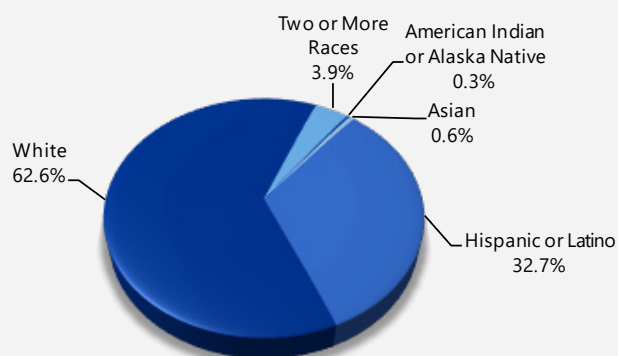
We, the Sequoia Union Elementary School District, are committed to the development of students with high moral integrity, academic excellence, and self-worth in a safe and supportive environment. (Adopted on July 18, 2013.)

Enrollment by Student Group

The total enrollment at the school was 358 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	44.70%
English learners	5.60%
Students with disabilities	2.80%
Foster youth	0.80%
Homeless	0.00%



Small School, Big Heart

Governing Board

Anna Eynaud, President
 Nicole Ray, Clerk
 James McNulty, Member
 Lane Anderson, Member
 Brad Ward, Member

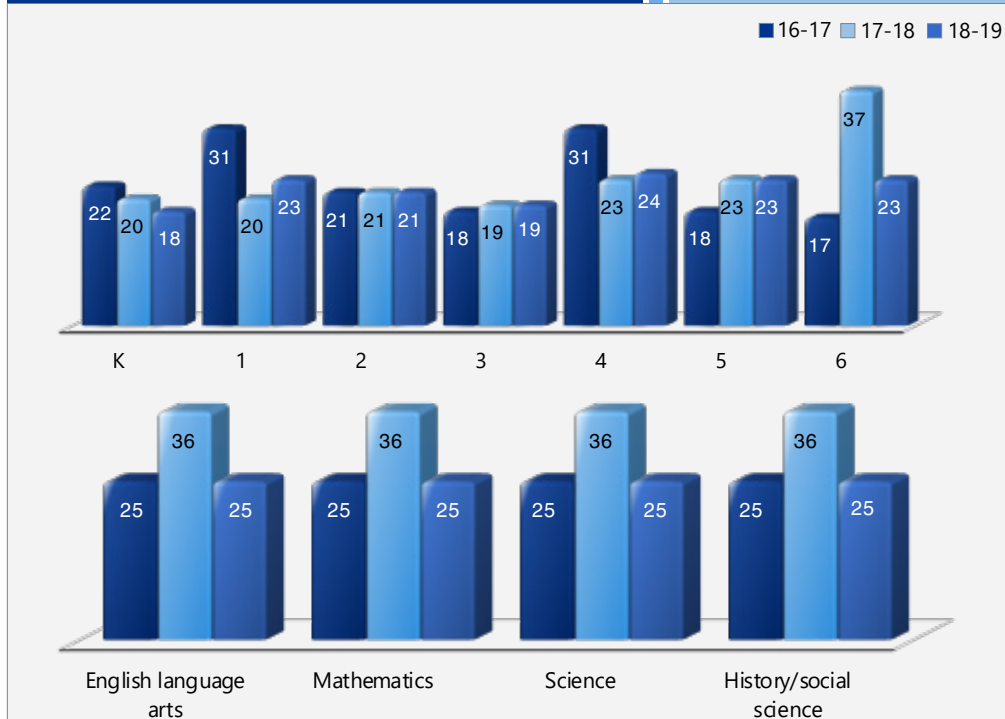


Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

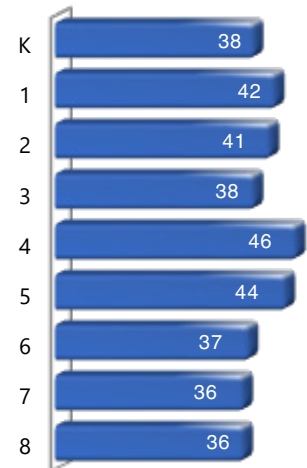
Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2	2				2		
1		1		2				2	
2		2	2					2	
3	2			2			2		
4		1		2				2	
5	2		2					2	
6	2				1			1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2		1			1	2		1
Mathematics	2		1			1	2		1
Science	2		1			1	2		1
History/social science	2		1			1	2		1

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Sequoia ES

	16-17	17-18	18-19
Suspension rates	0.6%	0.5%	2.4%
Expulsion rates	0.0%	0.0%	0.0%

Sequoia Union ESD

	16-17	17-18	18-19
Suspension rates	0.6%	0.5%	2.4%
Expulsion rates	0.0%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percentage of students meeting or exceeding the state standards in Science.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Sequoia ES		Sequoia Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	◇	42%	◇	42%	◇	30%

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards				Two-Year Data	
	Sequoia ES - Grades 3-7		Sequoia ES - Grade 8		
Subject	17-18	18-19	17-18	18-19	
English language arts/literacy	61%	50%	62%	44%	
Mathematics	44%	34%	55%	14%	
	Sequoia UESD		California		
Subject	17-18	18-19	17-18	18-19	
English language arts/literacy	61%	49%	50%	51%	
Mathematics	46%	31%	38%	40%	

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Sequoia ES	
		Grade 5	Grade 7
Four of six standards		11.4%	8.6%
Five of six standards		27.3%	28.6%
Six of six standards		36.4%	57.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-7)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	200	189	94.50%	5.50%	50.26%
Male	100	93	93.00%	7.00%	41.94%
Female	100	96	96.00%	4.00%	58.33%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	68	63	92.65%	7.35%	39.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	121	115	95.04%	4.96%	58.26%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	88	84	95.45%	4.55%	38.10%
English learners	18	17	94.44%	5.56%	23.53%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Results by Student Group: English Language Arts (grade 8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	37	34	91.89%	8.11%	44.12%
Male	21	18	85.71%	14.29%	44.44%
Female	16	16	100.00%	0.00%	43.75%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	0.00%	54.55%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	25	22	88.00%	12.00%	40.91%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	18	16	88.89%	11.11%	43.75%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

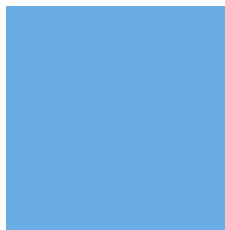




CAASPP Results by Student Group: Mathematics (grades 3-7)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	200	189	94.50%	5.50%	34.39%
Male	100	93	93.00%	7.00%	32.26%
Female	100	96	96.00%	4.00%	36.46%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	68	63	92.65%	7.35%	20.63%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	121	115	95.04%	4.96%	42.61%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	88	84	95.45%	4.55%	19.05%
English learners	18	17	94.44%	5.56%	5.88%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

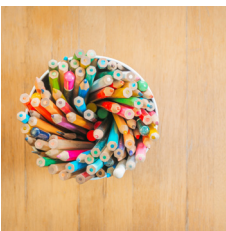




CAASPP Results by Student Group: Mathematics (grade 8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	37	35	94.59%	5.41%	14.29%
Male	21	19	90.48%	9.52%	15.79%
Female	16	16	100.00%	0.00%	12.50%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	0.00%	18.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	25	23	92.00%	8.00%	13.04%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	18	17	94.44%	5.56%	11.76%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

All school textbooks are in compliance and are on the state-approved list. We have enough textbooks for each student to have their own copy. All students have access to their own copy of standards-aligned textbooks.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	Wonders	2017
Mathematics	McGraw-Hill (My Math & Math)	2018
Science	Discovery Education Science	2018
History/social science	Studies Weekly (K-5)	2018
History/social science	TCI (6-8)	2016

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Sequoia ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		✧
Health		0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

✧ Not applicable.

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	8/9/2019

Types of Services Funded

The following is a list of federal- and state-funded programs provided to students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher and Principal Training and Recruiting)
- Title II(Technology)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- School Improvement Program (SIP)
- School Library Grant
- Title III (Emergency Immigrant)
- Assembly Bill 1113 School Safety and Violence Prevention Act





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Fair
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Fair
Overall summary of facility conditions		Good
Date of the most recent school site inspection		9/4/2019
Date of the most recent completion of the inspection form		9/4/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Counter tops to be replaced. Interior painting to be accomplished. Some repairs have been accomplished. Others will be accomplished over the fall, winter, and spring breaks.	October 2019 December 2019 January 2020 April 2020
External	Sidewalks need repair and or replacement. Irrigations lines need service and or repair. One section of sidewalk to be re-poured during October break. One section of sidewalk to be removed and replaced during summer. Irrigation lines – continuous.	October 2019 June-July 2020



Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facilities

All classrooms at Sequoia Union are safe, clean and well maintained. All buildings meet state standards, and all areas of the facility are in good repair, including all bathrooms and toilets. We have beautiful grounds that include baseball diamonds, soccer and football fields, and a running track. We have a modern gym where we play volleyball and basketball. We also have many outdoor basketball courts. We have a professional computer lab and library, and all of the classrooms have computer accessibility. Each classroom enjoys a 1:1 ration of devices to students.

The current Sequoia Elementary School was built in 1954. The school has 16 grade level classrooms, a library, a multipurpose room and two Learning Lab rooms.

We take the following safety measures to ensure our students and staff members have a safe and healthy environment: We use security cameras, our school is fully gated, we have staff watching our students before and after school, and visitors must sign in at the school office (utilizing the Raptor Identification System) and may receive a visitor's pass to enter the campus upon clearance. Once the school day has started, all visitors must process through the office in order to enter the school grounds.

The janitorial staff includes two janitors working six hours per day. Maintenance staff accomplishes repairs and fixes problems as needed. We evaluate the facilities routinely with a monthly facilities "Walk-Through." The staff works diligently to clean the bathroom, classrooms, and the cafeteria daily.

In the last several years, a new library was built, the cafeteria and gym were expanded, as well as a building of four classrooms to house our junior high program. A new playground was installed by the Parent's Guild. The structure meets Department of General Services (DGS) standards. We are scheduled to complete our well project during the 2019-20 school year. The well project is funded by rural water and water bond dollars.

Sequoia Union Elementary School continues to build its agricultural program. Eagle Scouts have built new raised garden beds, and an Indigenous Plant Garden has been put in as a Girl Scout project. The school is planning to build a greenhouse behind the junior high school. The local educational agency (LEA) continues to enjoy its relationship with U.C. Davis and the California Irrigation Management Information System (CIMIS) as a result of becoming the first elementary school in California to support the satellite array for CIMIS.





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Sequoia Union ESD	Sequoia ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	14	15	13	14
Without a full credential	3	2	3	3
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

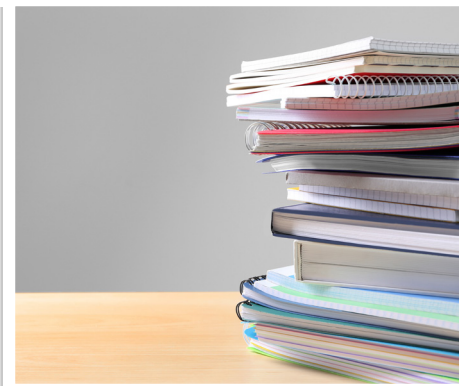
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Sequoia ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

During the school year, staff members are encouraged to pursue professional-development opportunities. Teachers participate in professional development/Professional Learning Communities every Wednesday during the year in addition to attending workshops, trainings and meetings. During these trainings we review Common Core State Standards implementation, grade-level articulation and implementation/improvement of "Best Practices."

For the 2019-20 school year, the LEA is focusing on discipline, crisis intervention, and social-emotional learning.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		5	5	5 full days plus 37 minimum days



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.90
Library media services staff (paraprofessional)	0.25
Psychologist	0.35
Social worker	0.35
Nurse	0.50
Speech/language/hearing specialist	0.35
Resource specialist (nonteaching)	0.00



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Sequoia Union ESD	Similar Sized District
Beginning teacher salary	\$45,660	\$45,252
Midrange teacher salary	\$60,849	\$65,210
Highest teacher salary	\$82,473	\$84,472
Average elementary school principal salary	⊕	\$107,614
Superintendent salary	\$120,000	\$124,686
Teacher salaries: percentage of budget	31%	31%
Administrative salaries: percentage of budget	6%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sequoia ES	\$6,823	\$65,837
Sequoia Union ESD	\$1,739	\$65,837
California	\$7,507	\$64,941
School and district: percentage difference	+292.4%	+0.0%
School and California: percentage difference	-9.1%	+1.4%

⊕ The principal and superintendent are combined as one position.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,954
Expenditures per pupil from restricted sources	\$1,131
Expenditures per pupil from unrestricted sources	\$6,823
Annual average teacher salary	\$65,837



Expenditures Per Pupil

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

School Accountability Report Card

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