

# Sequoia Union Elementary School District

23958 Avenue 324 Lemon Cove, CA 93244 ▪ (559) 564-2106 ▪ [www.sequoiaunion.org](http://www.sequoiaunion.org)



**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Sequoia Elementary Charter School

Charter Grades K-7  
Charter CDS Code 54-72116-6054340

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## Sequoia Elementary School

Elementary Grade 8  
Elementary CDS Code 54-72116-0134973



*"SMALL SCHOOL, BIG HEART!"*



### 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](http://www.sequoiaunion.org) for 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, lockdown, 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 Tulare County Sheriff's Department in February of 2023.



### 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.



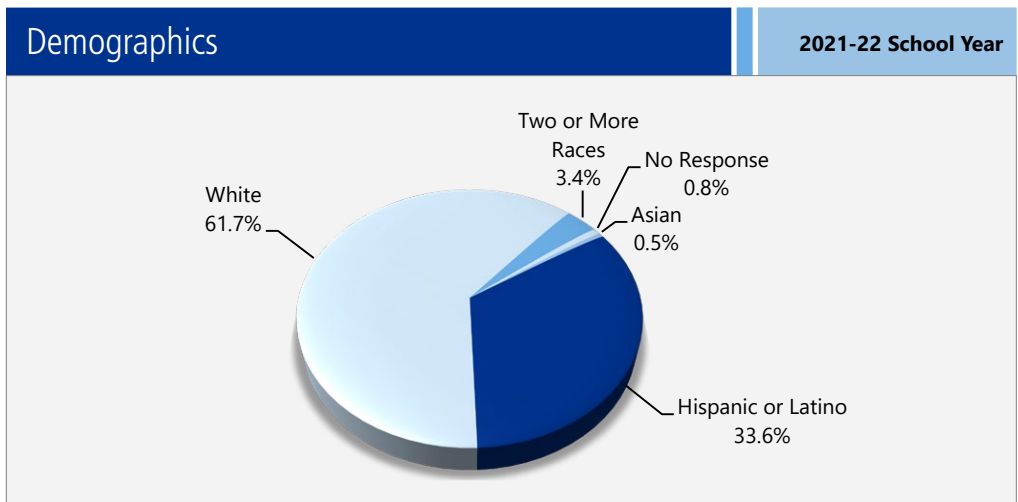
### Mission Statement

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 384 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



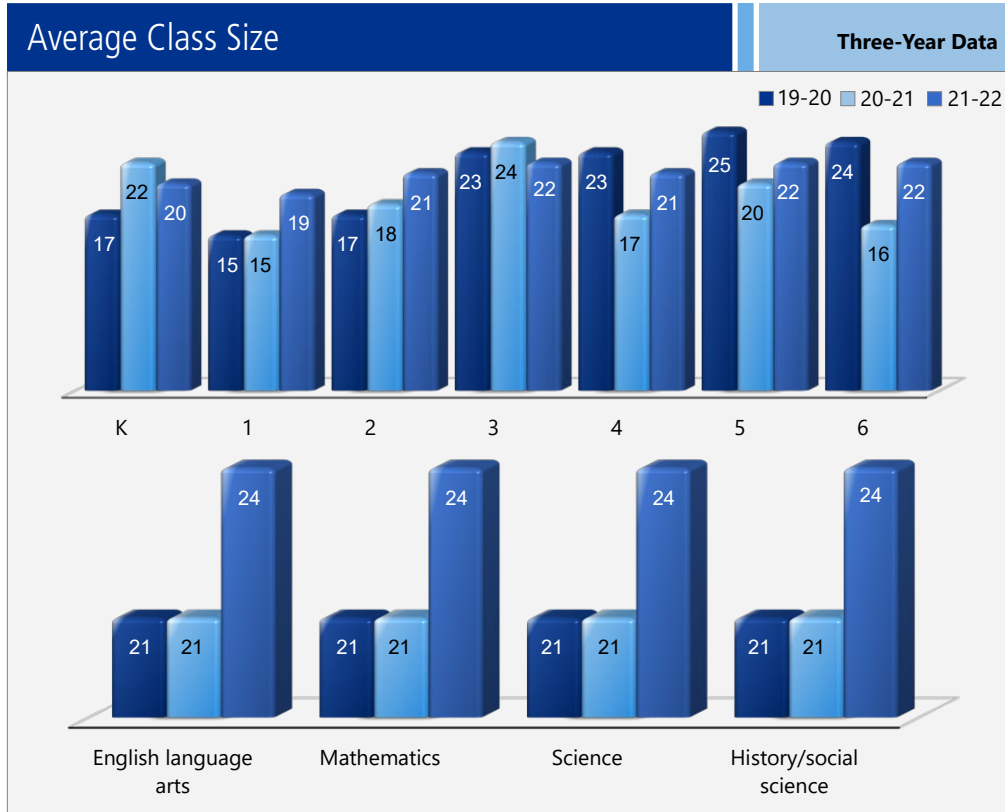
### Governing Board

- Lane Anderson, President
- Brad Ward, Clerk
- Nicole Ray, Member
- Cody Bogan, Member
- Jon Cotta, 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.



#### Number of Classrooms by Size

Three-Year Data

Grade	2019-20			2020-21			2021-22		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2		2		
1	2			2			2		
2	2			2				2	
3		2			2			2	
4	1	1		2				2	
5	1	1		2				2	
6		2		3				2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		2		3				4	
Mathematics		2		3				4	
Science		2		3				4	
History/social science		2		3				4	

### Enrollment by Student Group - Sequoia Charter

#### Demographics

2021-22 School Year

Female	45.70%
Male	54.30%
Non-Binary	0.00%
English learners	9.00%
Foster youth	0.00%
Homeless	0.30%
Migrant	0.60%
Socioeconomically Disadvantaged	38.40%
Students with Disabilities	5.20%



### Enrollment by Student Group - Sequoia Elementary

#### Demographics

2021-22 School Year

Female	34.20%
Male	65.80%
Non-Binary	0.00%
English learners	10.50%
Foster youth	2.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	50.00%
Students with Disabilities	10.50%

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions							Two-Year Data	
	Sequoia CS		Sequoia ES		Sequoia UESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.9%	3.6%	0.0%	20.0%	0.8%	5.3%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	2.5%	0.0%	0.3%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions					2019-20 School Year
	Sequoia CS		Sequoia ES		California
	19-20		19-20		19-20
<b>Suspension rates</b>	0.0%		2.7%		2.5%
<b>Expulsion rates</b>	0.0%		0.0%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

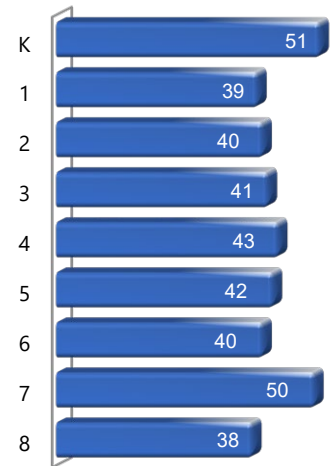
## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group					2021-22 School Year	
Student Group	Sequoia CS		Sequoia ES			
	Suspensions Rate	Expulsions Rate	Suspensions Rate	Expulsions Rate		
<b>All Students</b>	3.6%	0.0%	20.0%	2.5%		
<b>Female</b>	0.0%	0.0%	0.0%	0.0%		
<b>Male</b>	6.6%	0.0%	30.8%	3.9%		
<b>Non-Binary</b>	0.0%	0.0%	0.0%	0.0%		
<b>American Indian or Alaska Native</b>	0.0%	0.0%	0.0%	0.0%		
<b>Asian</b>	0.0%	0.0%	0.0%	0.0%		
<b>Black or African American</b>	0.0%	0.0%	0.0%	0.0%		
<b>Filipino</b>	0.0%	0.0%	0.0%	0.0%		
<b>Hispanic or Latino</b>	5.8%	0.0%	35.7%	0.0%		
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%	0.0%	0.0%		
<b>Two or More Races</b>	0.0%	0.0%	0.0%	0.0%		
<b>White</b>	2.7%	0.0%	12.5%	4.2%		
<b>English Learners</b>	6.1%	0.0%	0.0%	0.0%		
<b>Foster Youth</b>	0.0%	0.0%	0.0%	0.0%		
<b>Homeless</b>	0.0%	0.0%	0.0%	0.0%		
<b>Socioeconomically Disadvantaged</b>	5.5%	0.0%	38.1%	0.0%		
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%	0.0%	0.0%		
<b>Students with Disabilities</b>	0.0%	0.0%	0.0%	0.0%		

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade



## 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, training and meetings. During these training sessions, we review California State Standards implementation, grade-level articulation and implementation/improvement of "Best Practices." We also focus on student intervention to fill gaps in learning and we focus on student discipline and positive reinforcement strategies.

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement

<b>2020-21</b>	5 full days, plus 37 minimum days
<b>2021-22</b>	5 full days, plus 37 minimum days
<b>2022-23</b>	5 full days, plus 37 minimum days



## California Physical Fitness Test

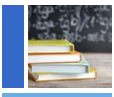
Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group						2021-22 School Year		
Student Group	Cumulative Enrollment		Chronic Absenteeism Eligible Enrollment		Chronic Absenteeism Count		Chronic Absenteeism Rate	
	Sequoia CS	Sequoia ES	Sequoia CS	Sequoia ES	Sequoia CS	Sequoia ES	Sequoia CS	Sequoia ES
<b>All Students</b>	360	40	354	39	53	9	15.00%	23.10%
<b>Female</b>	163	14	160	14	17	4	10.60%	28.60%
<b>Male</b>	197	26	194	25	36	5	18.60%	20.00%
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0.00%	0.00%
<b>Asian</b>	1	1	1	1	0	0	0.00%	0.00%
<b>Black or African American</b>	0	0	0	0	0	0	0.00%	0.00%
<b>Filipino</b>	0	0	0	0	0	0	0.00%	0.00%
<b>Hispanic or Latino</b>	121	14	118	14	18	4	15.30%	28.60%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0	0	0.00%	0.00%
<b>Two or More Races</b>	11	1	11	1	2	0	18.20%	0.00%
<b>White</b>	225	24	222	23	33	5	14.90%	21.70%
<b>English Learners</b>	33	4	32	4	3	1	9.40%	25.00%
<b>Foster Youth</b>	0	1	0	1	0	0	0.00%	0.00%
<b>Homeless</b>	0	0	0	0	0	0	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	146	21	142	21	33	6	23.20%	28.60%
<b>Students Receiving Migrant Education Services</b>	2	0	2	0	1	0	50.00%	0.00%
<b>Students with Disabilities</b>	25	4	25	4	6	3	24.00%	75.00%



## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard							Two-Year Data	
	Sequoia CS (grade 5)		Sequoia ES (grade 8)		Sequoia Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	43.90%	▲	38.24%	▲	38.24%	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard							Two-Year Data	
	Sequoia CS (grade 5)		Sequoia ES (grade 8)		Sequoia Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	38%	*	44%	*	39%	*	47%
Mathematics	*	31%	*	24%	*	30%	*	33%

▲ This school did not test students using the CAASPP for Science.

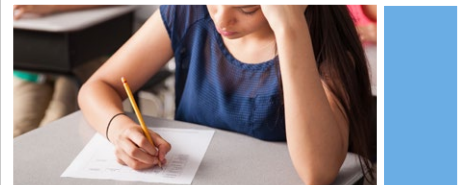
\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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.

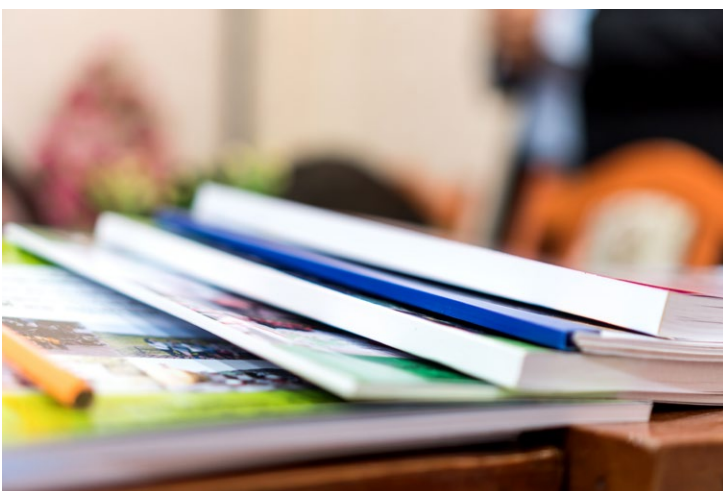
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



### CAASPP Test Results by Student Group: Science (Sequoia Charter grade 5)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	43	41	95.35%	4.65%	43.90%
Female	20	20	100.00%	0.00%	25.00%
Male	23	21	91.30%	8.70%	61.90%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	11	11	100.00%	0.00%	27.27%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	30	28	93.33%	6.67%	53.57%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	11	9	81.82%	18.18%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

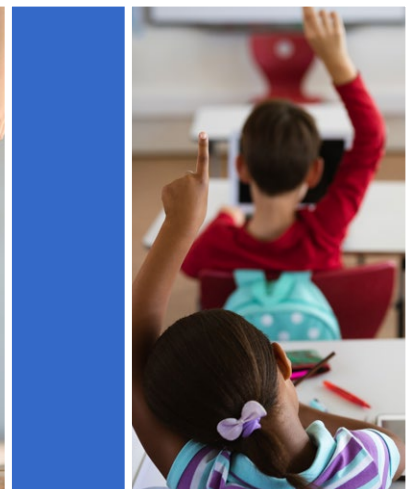
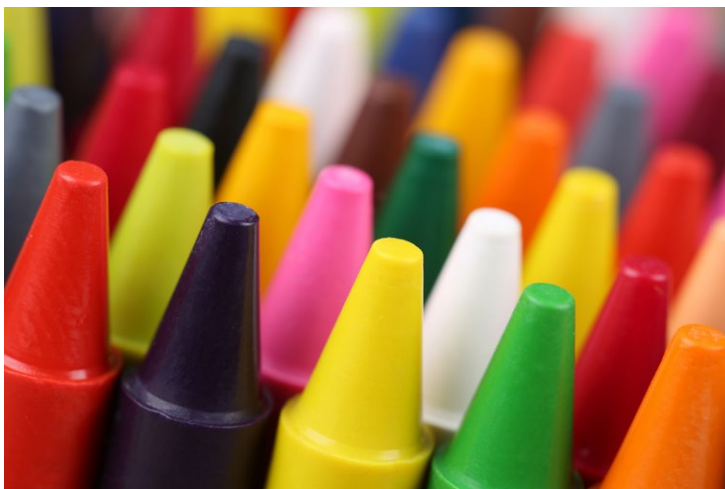




### CAASPP Test Results by Student Group: Science (Sequoia Elementary grade 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	34	34	100.00%	0.00%	38.24%
Female	12	12	100.00%	0.00%	33.33%
Male	22	22	100.00%	0.00%	40.91%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	0.00%	23.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	19	100.00%	0.00%	47.37%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	0.00%	21.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

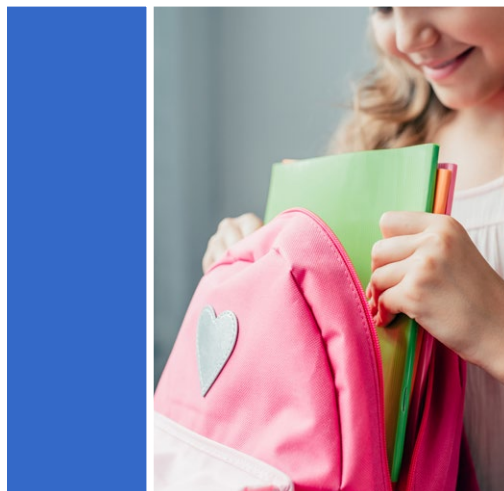
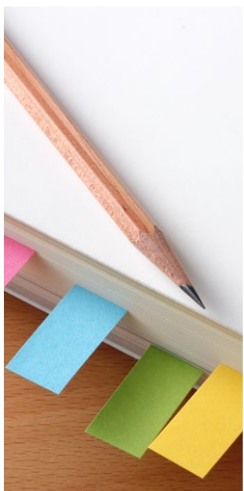




### CAASPP Test Results by Student Group: English Language Arts (Sequoia Charter grades 3-7)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	205	197	96.10%	3.90%	38.07%
Female	93	92	98.92%	1.08%	45.65%
Male	112	105	93.75%	6.25%	31.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	58	57	98.28%	1.72%	22.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	11	100.00%	0.00%	36.36%
White	135	128	94.81%	5.19%	45.31%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	61	57	93.44%	6.56%	21.05%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	9	75.00%	25.00%	❖

❖ Scores are not shown 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.

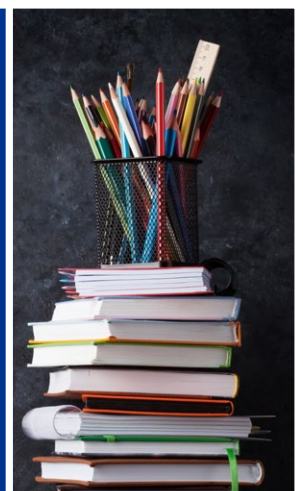




### CAASPP Test Results by Student Group: Mathematics (Sequoia Charter grades 3-7)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	205	197	96.10%	3.90%	31.47%
Female	93	92	98.92%	1.08%	31.52%
Male	112	105	93.75%	6.25%	31.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	58	57	98.28%	1.72%	8.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	11	100.00%	0.00%	27.27%
White	135	128	94.81%	5.19%	42.19%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	61	57	93.44%	6.56%	19.30%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	9	75.00%	25.00%	❖

❖ Scores are not shown 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.





### CAASPP Test Results by Student Group: English Language Arts (Sequoia Elementary grade 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	34	34	100.00%	0.00%	44.12%
Female	12	12	100.00%	0.00%	66.67%
Male	22	22	100.00%	0.00%	31.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	0.00%	7.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	19	100.00%	0.00%	63.16%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	0.00%	42.86%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

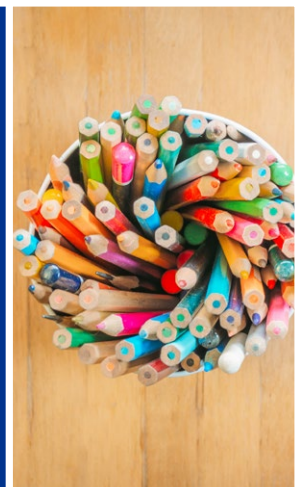




### CAASPP Test Results by Student Group: Mathematics (Sequoia Elementary grade 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	34	34	100.00%	0.00%	23.53%
Female	12	12	100.00%	0.00%	16.67%
Male	22	22	100.00%	0.00%	27.27%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	19	19	100.00%	0.00%	36.84%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	0.00%	14.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.





## 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. The textbook-selection committee is made up of teacher leaders, the curriculum director and the administration. Parent input is solicited during the instructional materials selection process. The most recently adopted textbooks were chosen using the state-approved list. The textbooks adopted fit within the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
English language arts	Wonders	2017
Mathematics	Math & My Math, McGraw-Hill	2018
Science	Science Weekly (K-2)	2018
Science	TWIG Science (K-4)	2021
Science	Discovery Science Techbook (5-8)	2021
History/social science	Studies Weekly (K-2)	2018
History/social science	Inspire Social Science (3-5)	2021
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		2022-23 School Year
		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		0%
Health		0%

## California School Dashboard

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

## 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	
2022-23 School Year	
Data collection date	8/11/2022

## Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## 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
- New Teacher Induction (NTI) support
- 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		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	8/3/2022	

### 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		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Systems</b>	Overhead pipes in kitchen attic. All pipes replaced in kitchen attic.	September 2022
<b>Interior</b>	Cracked glass in 3 classrooms. Glass replaced in 3 classrooms	September 2022

### 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 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.

### 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 ratio of devices to students.

The current Sequoia Elementary School was built in 1954. The school has 19 grade level classrooms, a library, a multipurpose room and a Student Success Center-RSP Classroom.

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 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 custodial staff includes two custodians working eight hours per day. Maintenance staff accomplishes repairs and fixes problems as needed. We evaluate the facilities routinely with a monthly facility “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 completed our well project during the 2020-21 school year. The well project was funded by rural water and water bond dollars.

Sequoia Union Elementary School continues to build its agricultural program. 4.6 acres was donated to Sequoia Union for our School Farm. Our campus features raised garden beds, and an Indigenous Plant Garden. The school built a greenhouse behind the Boiler Room. 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.



*“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.”*



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement							2020-21 School Year	
Authorization/Assignment	CS Number	CS Percent	ES Number	ES Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.9	93.7%	1.9	100.0%	16.9	94.4%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	1.0	6.3%	0.0	0.0%	1.0	5.6%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	15.9	100.0%	1.9	100.0%	17.9	100.0%	274,759.1	100.0%

Teacher Preparation and Placement							2021-22 School Year	
Authorization/Assignment	CS Number	CS Percent	ES Number	ES Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	**	**	**	**	**	**	**	**
<b>Intern Credential Holders Properly Assigned</b>	**	**	**	**	**	**	**	**
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	**	**	**	**	**	**	**	**
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	**	**	**	**	**	**	**	**
<b>Unknown</b>	**	**	**	**	**	**	**	**
<b>Total Teaching Positions</b>	**	**	**	**	**	**	**	**

\*\* Data not available from the state at this time.

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments			Two-Year Data	
Authorization/Assignment	Sequoia CS		Sequoia ES	
	2020-21	2021-22	2020-21	2021-22
Permits and Waivers	0.0	**	0.0	**
Misassignments	0.0	**	0.0	**
Vacant Positions	0.0	**	0.0	**
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	**	0.0	**

\*\* Data not available from the state at this time.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field			Two-Year Data	
Indicator	Sequoia CS		Sequoia ES	
	2020-21	2021-22	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	**	0.0	**
Local Assignment Options	0.0	**	0.0	**
<b>Total Out-of-Field Teachers</b>	0.0	**	0.0	**

\*\* Data not available from the state at this time.

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

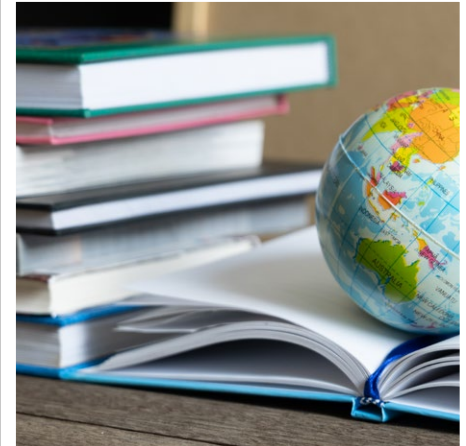
Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments			Two-Year Data	
Indicator	Sequoia CS		Sequoia ES	
	2020-21	2021-22	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	**	0.0%	**
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	**	0.0%	**

\*\* Data not available from the state at this time.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## 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).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

2021-22 School Year

	Ratio
<b>Pupils to Academic counselors</b>	358:1
<b>Support Staff</b>	<b>FTE</b>
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.50
Psychologist	0.75
Social worker	0.50
Nurse	1.00
Speech/language/hearing specialist	0.75
Resource specialist (nonteaching)	1.00



## Financial Data

The financial data displayed in this SARC is from the 2020-21 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](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 [www.cde.ca.gov/ds/fd/cs](http://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](http://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	2020-21 Fiscal Year	
	Sequoia UESD	Similar Sized District
<b>Beginning teacher salary</b>	\$48,112	\$46,844
<b>Midrange teacher salary</b>	\$64,116	\$73,398
<b>Highest teacher salary</b>	\$93,364	\$93,345
<b>Average elementary school principal salary</b>	⊕	\$116,457
<b>Average middle school principal salary</b>	⊕	\$122,115
<b>Superintendent salary</b>	\$147,252	\$136,296
<b>Teacher salaries: percentage of budget</b>	27%	30%
<b>Administrative salaries: percentage of budget</b>	5%	6%

## 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.

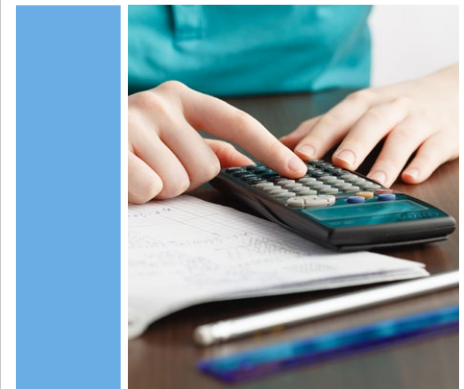
Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Sequoia CS &amp; ES</b>	\$9,744	\$62,447
<b>Sequoia UESD</b>	\$9,744	\$62,447
<b>California</b>	\$6,594	\$74,053
<b>School and district: percentage difference</b>	+0.0%	+0.0%
<b>School and California: percentage difference</b>	+47.8%	-15.7%

⊕ The principal and superintendent are combined as one position.

## 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	
2020-21 Fiscal Year	
<b>Total expenditures per pupil</b>	\$12,654
<b>Expenditures per pupil from restricted sources</b>	\$2,910
<b>Expenditures per pupil from unrestricted sources</b>	\$9,744
<b>Annual average teacher salary</b>	\$62,447



## 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.

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 January 2023.

## School Accountability Report Card

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