

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Sequoia Elementary Charter School

Grades K-7
CDS Code 54-72116-6054340

Sequoia Elementary School

Grade 8
CDS Code 54-72116-0134973

Ken Horn
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*SMALL SCHOOL
BIG HEART*

Sequoia Union Elementary School District

23958 Avenue 324 Lemon Cove, CA 93244 ▪ (559) 564-2106 ▪ www.sequoiaunion.org



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.

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.)

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 information on these programs and more!

School Safety

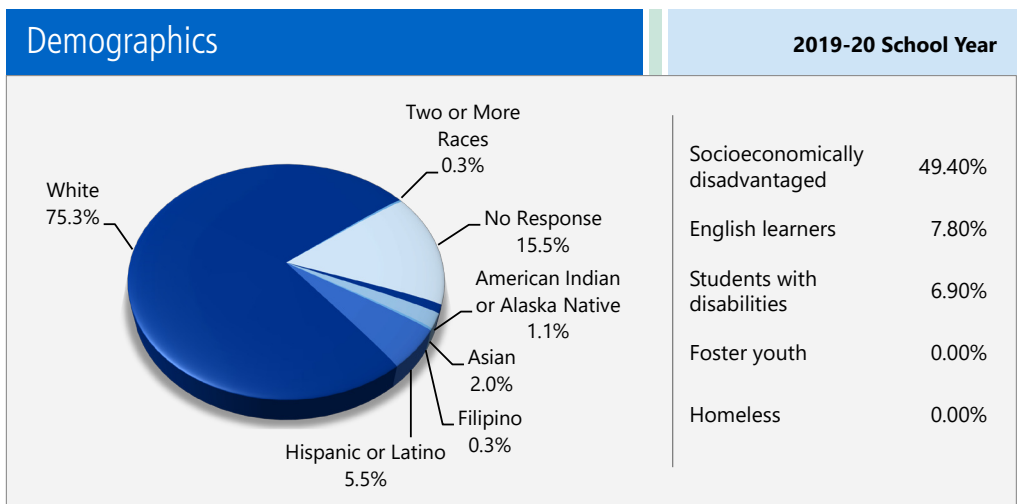
Sequoia Union has a safety plan that addresses all the components relevant to the academic and physical well-being of students, teachers and staff. A copy of this plan is available from the school upon request.

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 2021.

Enrollment by Student Group

The total enrollment at the schools was 348 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

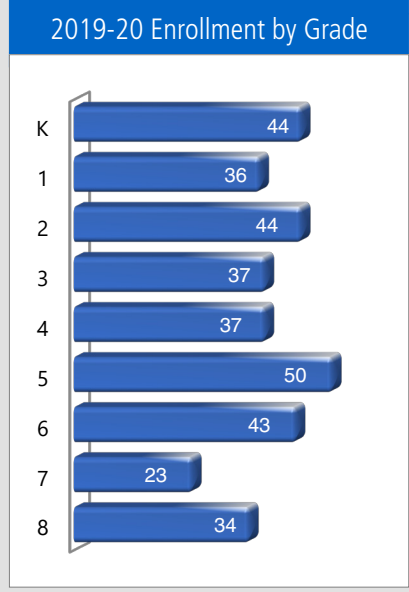
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Governing Board

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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.





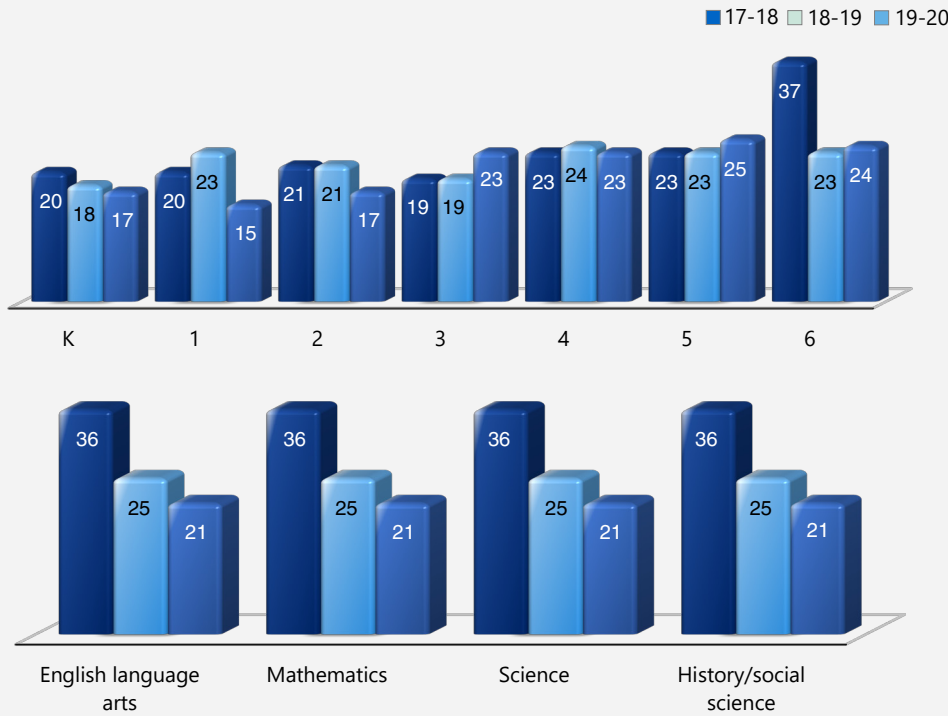
Class Size Distribution

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



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior 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 prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Suspension Rates

	17-18	18-19
Sequoia CS/ES	0.5%	2.4%
Sequoia UESD	0.0%	0.0%
California	3.5%	3.5%

Expulsion Rates

	17-18	18-19
Sequoia CS/ES	0.5%	2.4%
Sequoia UESD	0.0%	0.0%
California	0.1%	0.1%

Suspension Rates

	19-20
Sequoia CS/ES	0.3%
Sequoia UESD	0.3%
California	*

Expulsion Rates

	19-20
Sequoia CS/ES	0.0%
Sequoia UESD	0.0%
California	*

* California suspension and expulsion data is not available at this time.

Number of Classrooms by Size

Three-Year Data

Grade	2017-18			2018-19			2019-20		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K				2				2	
1	2				2		2		
2					2		2		
3	2			2				2	
4	2				2		1	1	
5					2		1	1	
6		1			1			2	

Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts			1	2		1		2	
Mathematics			1	2		1		2	
Science			1	2		1		2	
History/social science			1	2		1		2	



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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards							Two-Year Data	
Subject	Sequoia CS (5)		Sequoia ES (8)		Sequoia UESD		California	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Science	43%	◇	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	
Subject	Sequoia CS - Grades 3-7		Sequoia ES - Grade 8		
	18-19	19-20	18-19	19-20	19-20
English language arts/literacy	50%	◇	44%	◇	◇
Mathematics	34%	◇	14%	◇	◇
Subject	Sequoia UESD		California		
	18-19	19-20	18-19	19-20	19-20
English language arts/literacy	49%	◇	51%	◇	◇
Mathematics	31%	◇	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	2019-20 School Year	
Percentage of Students Meeting Fitness Standards	Sequoia CS	
	Grade 5	Grade 7
Four of six standards	◇	◇
Five of six standards	◇	◇
Six of six standards	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 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 and science in grades 5, 8 and high school. 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: 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.

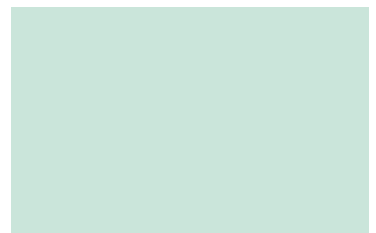
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

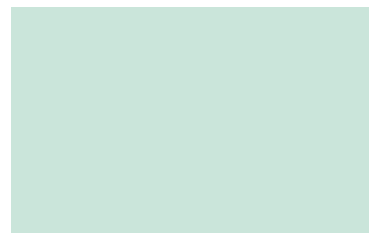




CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

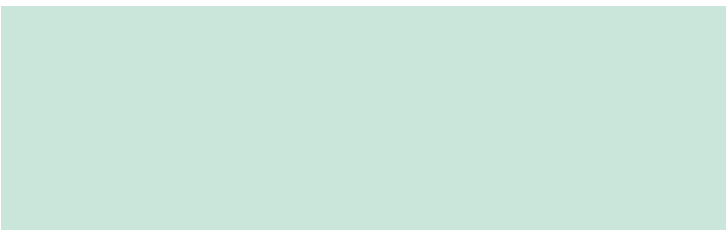




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





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		2020-21 School Year
Subject	Textbook	Adopted
English language arts	<i>Wonders</i>	2017
Mathematics	<i>Math & My Math</i> , McGraw-Hill	2018
Science	Science Weekly (K-2)	2018
Science	<i>Inspire Science</i> , McGraw Hill (Pilot) (3-8)	2020
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		2020-21 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%	

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		2020-21 School Year
Data collection date	9/10/2020	

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.

✦ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2020-21 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



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.



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		2020-21 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	8/27/2020	
Date of the most recent completion of the inspection form	8/27/2020	

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		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Counter tops to be replaced in certain areas. Interior painting to be completed in certain areas. Most repairs have been completed. Others will be accomplished over the fall, winter, and spring breaks.	October 2020, December 2020, January 2021, April 2021
External	Some sidewalk repairs need to be completed from the well construction. Installation and repair of removed sidewalk areas leading to the middle school building, the ELD office, and the bus garage.	November 2020

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 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 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 custodial staff includes two custodians working six hours per day, and one custodian working 4 hours a 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 are scheduled to complete our well project during the 2020-21 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 UESD	Sequoia ES		
	20-21	18-19	19-20	20-21
Teachers				
With a full credential	10	13	14	10
Without a full credential	6	3	3	6
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		
	18-19	19-20	20-21
Teachers			
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, training and meetings. During these training sessions, we review Common Core State Standards implementation, grade-level articulation and implementation/improvement of "Best Practices."

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

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
	Number of school days dedicated to staff development and continuous improvement	5 days	5 full days plus 37 minimum days

◇ Not applicable.



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

2019-20 School Year	
	Ratio
Pupils to 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 2018-19 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		2018-19 Fiscal Year	
	Sequoia UESD	Similar Sized District	
Beginning teacher salary	\$47,030	\$46,965	
Midrange teacher salary	\$62,674	\$67,638	
Highest teacher salary	\$84,974	\$88,785	
Average elementary school principal salary	⊕	\$112,524	
Superintendent salary	\$125,000	\$128,853	
Teacher salaries: percentage of budget	32%	30%	
Administrative salaries: percentage of budget	6%	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		2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Sequoia CS/ES	\$8,599	\$64,672	
Sequoia UESD	\$8,599	\$64,672	
California	\$7,750	\$71,448	
School and district: percentage difference	+0.0%	+0.0%	
School and California: percentage difference	+10.9%	-9.5%	

⊕ 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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$9,583
Expenditures per pupil from restricted sources	\$984
Expenditures per pupil from unrestricted sources	\$8,599
Annual average teacher salary	\$64,672



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 December 2020.