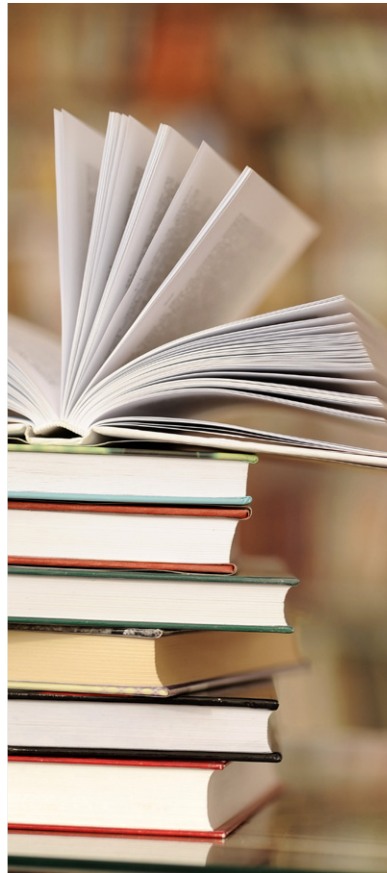


# SARC

2017-18 School Accountability  
Report Card

Published in 2018-19



## Sequoia Elementary School

Grades K-8  
CDS Code 54-72116-6054340

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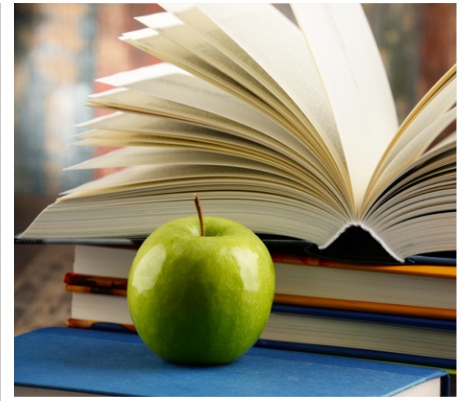
[www.sequoiaunion.org](http://www.sequoiaunion.org)

# Sequoia Union Elementary School District

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



## 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 more information on these programs and more!

## School Safety

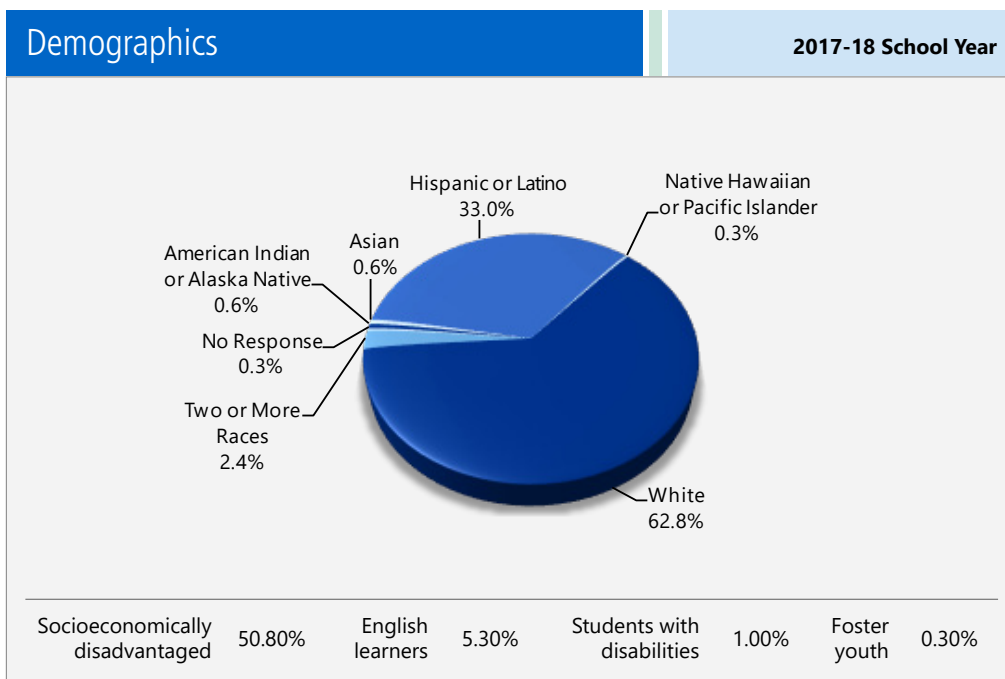
Sequoia Union has a safety plan that addresses all the components relevant to the academic and physical well-being of students, teachers and staff. A copy of this plan is available from the school upon request.

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, 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 the Tulare County Sheriff's Department during the month of September 2018.

## Enrollment by Student Group

The total enrollment at the school was 333 students for the 2017-18 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.

## 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.)



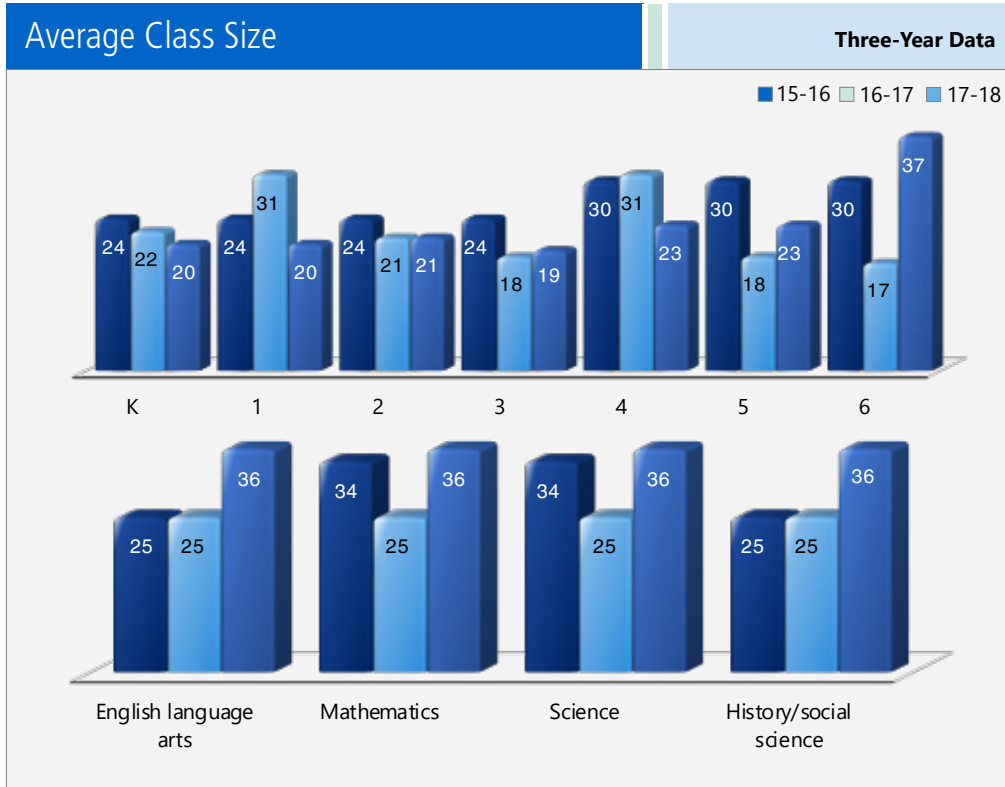
*Small School, Big Heart*

## Governing Board

- Anna Eynaud, President
- James McNulty, Member
- Matt McEwen, Member
- Brad Ward, Member
- Nicole Ray, Member

### Class Size Distribution

The bar graph displays 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.



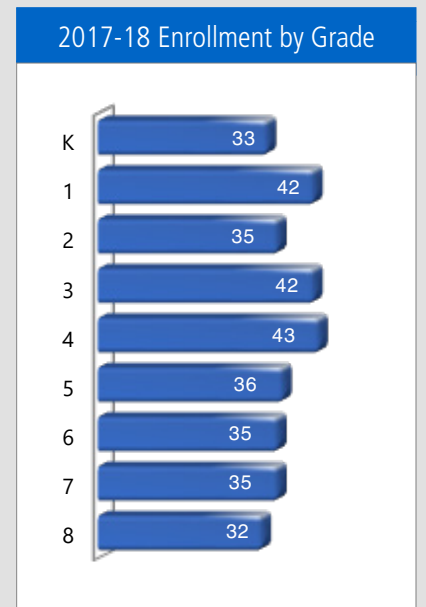
Grade	2015-16			2016-17			2017-18		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2				2	2			
1	1	1			1		2		
2	1	1			2	2			
3		1		2			2		
4	1	1			1		2		
5	1	1		2		2			
6		1		2				1	

Subject	2015-16			2016-17			2017-18		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2	1	1	2		1			1
Mathematics	2	1	1	2		1			1
Science	2	1	1	2		1			1
History/social science	2	1	1	2		1			1

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



### 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.

Sequoia ES			
	15-16	16-17	17-18
Suspension rates	1.3%	0.6%	0.5%
Expulsion rates	0.0%	0.0%	0.0%

Sequoia UESD			
	15-16	16-17	17-18
Suspension rates	1.3%	0.6%	0.6%
Expulsion rates	0.0%	0.0%	0.0%

California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Sequoia ES		Sequoia UESD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (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 ES - Grades 3-7		Sequoia ES - Grade 8		
	16-17	17-18	16-17	17-18	
English language arts/literacy	52%	61%	49%	62%	
Mathematics	39%	44%	53%	55%	
Subject	Sequoia UESD		California		
	16-17	17-18	16-17	17-18	
English language arts/literacy	52%	61%	48%	50%	
Mathematics	42%	46%	37%	38%	

## 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2017-18 School Year	
Percentage of Students Meeting Fitness Standards	Sequoia ES		
	Grade 5	Grade 7	
Four of six standards	23.5%	15.2%	
Five of six standards	26.5%	18.2%	
Six of six standards	38.2%	48.5%	

◇ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy 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 and Mathematics (grades 3-7)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	194	185	95.36%	60.54%
Male	100	94	94.00%	52.13%
Female	94	91	96.81%	69.23%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	66	63	95.45%	41.27%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	120	114	95.00%	72.81%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	94	88	93.62%	51.14%
English learners	11	11	100.00%	9.09%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	194	185	95.36%	44.32%
Male	100	94	94.00%	47.87%
Female	94	91	96.81%	40.66%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	66	63	95.45%	26.98%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	120	114	95.00%	55.26%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	94	88	93.62%	32.95%
English learners	11	11	100.00%	9.09%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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 and Mathematics (grade 8)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	29	93.55%	62.07%
Male	18	18	100.00%	61.11%
Female	13	11	84.62%	63.64%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	19	18	94.74%	61.11%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	11	91.67%	27.27%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	29	93.55%	55.17%
Male	18	18	100.00%	61.11%
Female	13	11	84.62%	45.45%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	19	18	94.74%	55.56%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	11	91.67%	36.36%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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		2018-19 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		2018-19 School Year
Sequoia ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	✧	
Foreign language	✧	
Health	✧	

## Quality of Textbooks

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

Quality of Textbooks		2018-19 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	
2018-19 School Year	
Data collection date	9/13/2018

## 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		2018-19 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)	Fair	
<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>	9/4/2018	
<b>Date of the most recent completion of the inspection form</b>	9/21/2018	

## Deficiencies and Repairs

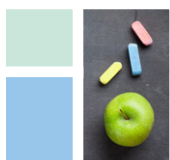
The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	One classroom needs the subfloor inspected. Planned for review and repair during winter break.	December 2018
<b>External</b>	Rain gutter at back of office needs to be replaced. Contracted cost and vendor being determined	Summer 2019



## 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.



*"With your support and involvement, your child's school experience will be positive and rewarding."*

## 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.

Sequoia Elementary School was built in the 1950s. 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.

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, we have completed a new library; expanded our cafeteria and gym; added four new classrooms; and 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.

In addition, the school is building more planter boxes, planning the development of our 4.6 acres of Agricultural land, with thoughts toward the development of holding pens, chicken coops and citrus groves to support our efforts to develop as an agricultural education facility.



## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Sequoia UESD	Sequoia ES		
	18-19	16-17	17-18	18-19
<b>Teachers</b>				
<b>With a full credential</b>	13	12	15	13
<b>Without a full credential</b>	3	2	2	3
<b>Teaching outside subject area of competence (with full credential)</b>	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		
	16-17	17-18	18-19
<b>Teachers</b>			
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	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."

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
	<b>Sequoia ES</b>	5 days	5 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).

### Academic Counselors and School Support Staff Data

#### 2017-18 School Year

Academic Counselors	
<b>FTE of academic counselors</b>	0.00
<b>Average number of students per academic counselor</b>	◇
Support Staff	
<b>Social/behavioral counselor</b>	0.00
<b>Career development counselor</b>	0.00
<b>Library media teacher (librarian)</b>	0.80
<b>Library media services staff (paraprofessional)</b>	0.23
<b>Psychologist</b>	0.30
<b>Social worker</b>	0.00
<b>Nurse</b>	0.60
<b>Speech/language/hearing specialist</b>	0.30
<b>Resource specialist (nonteaching)</b>	0.00



## Financial Data

The financial data displayed in this SARC is from the 2016-17 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	2016-17 Fiscal Year	
	Sequoia UESD	Similar Sized District
<b>Beginning teacher salary</b>	\$45,660	\$44,375
<b>Midrange teacher salary</b>	\$60,849	\$65,926
<b>Highest teacher salary</b>	\$82,473	\$82,489
<b>Average elementary school principal salary</b>	⊕	\$106,997
<b>Superintendent salary</b>	\$130,081	\$121,894
<b>Teacher salaries: percentage of budget</b>	31%	32%
<b>Administrative salaries: percentage of budget</b>	7%	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.

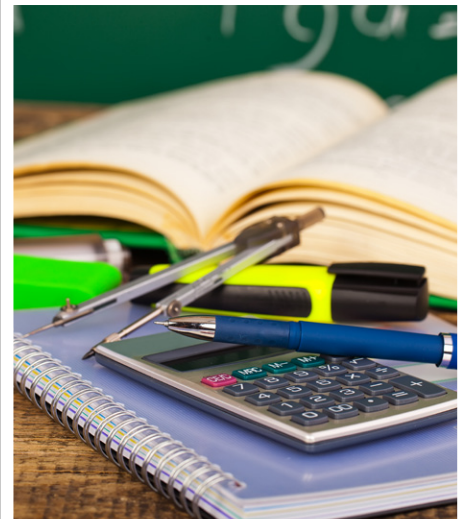
Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Sequoia ES</b>	\$6,175	\$64,893
<b>Sequoia UESD</b>	\$2,617	\$64,893
<b>California</b>	\$7,125	\$63,218
<b>School and district: percentage difference</b>	+136.0%	+0.0%
<b>School and California: percentage difference</b>	-13.3%	+2.6%

⊕ 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	
2016-17 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,465
<b>Expenditures per pupil from restricted sources</b>	\$1,290
<b>Expenditures per pupil from unrestricted sources</b>	\$6,175
<b>Annual average teacher salary</b>	\$64,893



## 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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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 2018.