

Sequoia Charter & Sequoia Elementary Schools

23958 Avenue 324 Lemon Cove, CA 93244 ▪ www.sequoiaunion.org

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

Sequoia Elementary Grade 8 ▪ Sequoia Elementary CDS Code 54-72116-013497



SARC 2024-25 School Accountability Report Card
Published in 2025-26

Sequoia Union Elementary School District

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Principal's Message

As our mission statement states, the Sequoia Union Elementary School District focuses 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.

School 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:

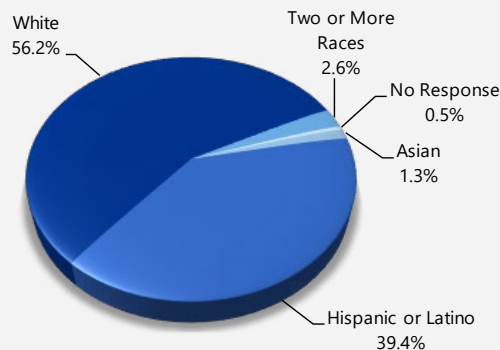
- A volunteer in the classroom
- A chaperone on trips and special activities
- A member of the Parents Guild/Sports Boosters
- A member of School Site Council

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

Enrollment by Student Group

The total enrollment at the school was 388 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



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

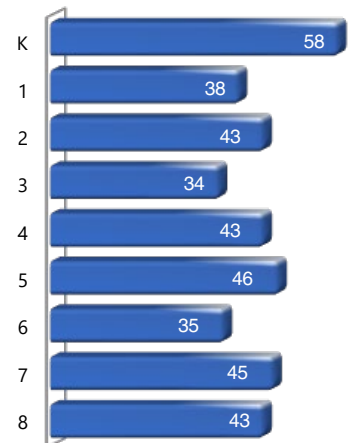
- Cody Bogan, President
- Lane Anderson, Clerk
- Melissa Myers, Member
- Greg Dunn, Member
- Jon Cotta, Member

SMALL SCHOOL, BIG HEART!

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

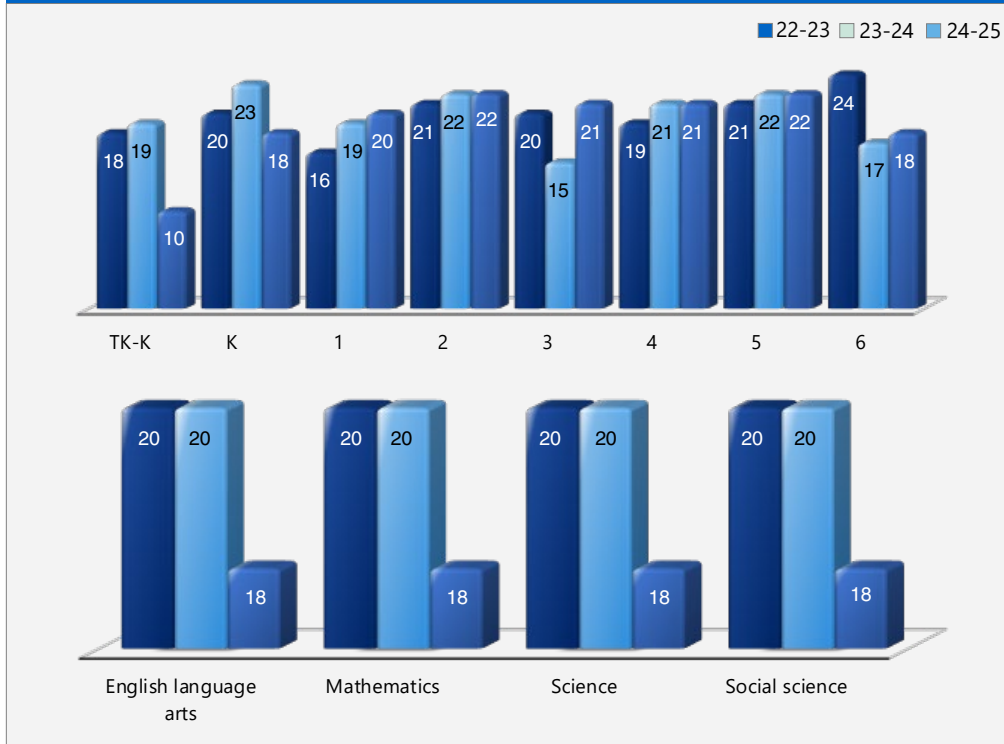
Enrollment by Grade



Class Size Distribution

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

Average Class Size (Three-Year Data)

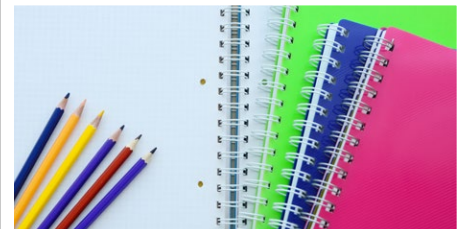


Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K	2			2			2		
K	1				1		2		
1	2			2			2		
2		2			2			2	
3	2			2				2	
4	2				2			2	
5		2			2			2	
6		2		2			2		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
	English language arts	4			4				4
Mathematics	4			4				4	
Science	4			4				4	
Social science	4			4				4	

Enrollment by Student Group - Sequoia Charter

Demographics	
2024-25 School Year	
Female	47.50%
Male	52.50%
Non-Binary	0.00%
English Learners	9.30%
Foster Youth	0.30%
Homeless	2.90%
Migrant	1.20%
Socioeconomically Disadvantaged	48.10%
Students with Disabilities	7.50%



Enrollment by Student Group - Sequoia Elementary

Demographics	
2024-25 School Year	
Female	51.20%
Male	48.80%
Non-Binary	0.00%
English Learners	7.00%
Foster Youth	0.00%
Homeless	2.30%
Migrant	0.00%
Socioeconomically Disadvantaged	48.80%
Students with Disabilities	7.00%

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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)						
	Sequoia CS			Sequoia ES		
	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	7.20%	12.10%	6.80%	12.50%	22.50%	15.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	5.00%	0.00%
	Sequoia Union ESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	7.90%	13.10%	7.70%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.50%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)				
	Sequoia CS		Sequoia ES	
Student Group	Suspensions Rate	Expulsions Rate	Suspensions Rate	Expulsions Rate
All Students	6.80%	0.00%	15.90%	0.00%
Female	4.00%	0.00%	8.70%	0.00%
Male	9.30%	0.00%	23.80%	0.00%
Non-Binary	0.00%	0.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%
Black or African American	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	6.00%	0.00%	26.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%	0.00%	0.00%
Two or More Races	0.00%	0.00%	0.00%	0.00%
White	7.30%	0.00%	12.00%	0.00%
English Learners	8.30%	0.00%	0.00%	0.00%
Foster Youth	0.00%	0.00%	0.00%	0.00%
Homeless	14.30%	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	9.90%	0.00%	23.80%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	12.50%	0.00%	0.00%	0.00%

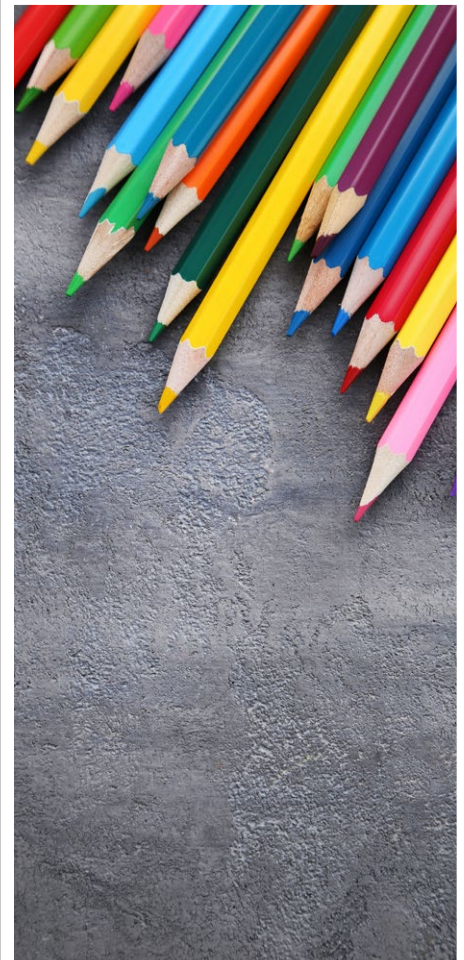
Professional Development

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. The focus is on Professional Learning Communities, Explicit Direct Instruction and Positive Behavioral Interventions and Supports (PBIS).

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2023-24	4 full days, plus 38 minimum days
2024-25	4 full days, plus 38 minimum days
2025-26	4 full days, plus 38 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. 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.

California Physical Fitness Test (2024-25 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 (2024-25 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
All Students	370	44	363	43	35	2	9.60%	4.70%
Female	177	23	173	22	19	2	11.00%	9.10%
Male	193	21	190	21	16	0	8.40%	0.00%
Non-Binary	❖	❖	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖	❖	❖
Hispanic or Latino	151	15	150	14	17	0	11.30%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖	❖	❖	❖
White	206	25	200	25	17	2	8.50%	8.00%
English Learners	36	❖	36	❖	2	❖	5.60%	❖
Foster Youth	❖	❖	❖	❖	❖	❖	❖	❖
Homeless	14	❖	13	❖	5	❖	38.50%	❖
Socioeconomically Disadvantaged	192	21	186	21	27	2	14.50%	9.50%
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖	❖	❖
Students with Disabilities	32	❖	32	❖	3	❖	9.40%	❖

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

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)				
Subject	Sequoia CS		Sequoia ES	
	23-24	24-25	23-24	24-25
Science	42.86%	30.23%	41.94%	26.19%
Subject	Sequoia Union ESD		California	
	23-24	24-25	23-24	24-25
Science	41.94%	26.19%	30.73%	32.33%

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)				
Subject	Sequoia CS		Sequoia ES	
	23-24	24-25	23-24	24-25
English language arts/literacy	41%	45%	59%	48%
Mathematics	26%	34%	34%	24%
Subject	Sequoia Union ESD		California	
	23-24	24-25	23-24	24-25
English language arts/literacy	43%	45%	46%	48%
Mathematics	27%	32%	34%	37%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the 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 Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	45	43	95.56%	4.44%	30.23%
Female	18	17	94.44%	5.56%	17.65%
Male	27	26	96.30%	3.70%	38.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	17	15	88.24%	11.76%	13.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	27	27	100.00%	0.00%	40.74%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	22	20	90.91%	9.09%	20.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	42	42	100.00%	0.00%	26.19%
Female	21	21	100.00%	0.00%	19.05%
Male	21	21	100.00%	0.00%	33.33%
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	25	25	100.00%	0.00%	36.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	25.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	202	197	97.52%	2.48%	44.67%
Female	95	94	98.95%	1.05%	50.00%
Male	107	103	96.26%	3.74%	39.81%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	75	73	97.33%	2.67%	27.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	119	116	97.48%	2.52%	54.31%
English Learners	14	14	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	107	103	96.26%	3.74%	31.07%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	15	83.33%	16.67%	6.67%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	42	42	100.00%	0.00%	47.62%
Female	21	21	100.00%	0.00%	47.62%
Male	21	21	100.00%	0.00%	47.62%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	13	13	100.00%	0.00%	30.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	25	25	100.00%	0.00%	56.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	45.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	202	197	97.52%	2.48%	33.50%
Female	95	94	98.95%	1.05%	35.11%
Male	107	103	96.26%	3.74%	32.04%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	75	73	97.33%	2.67%	21.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	119	116	97.48%	2.52%	37.93%
English Learners	14	14	100.00%	0.00%	14.29%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	107	103	96.26%	3.74%	21.36%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	18	15	83.33%	16.67%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	42	42	100.00%	0.00%	23.81%
Female	21	21	100.00%	0.00%	19.05%
Male	21	21	100.00%	0.00%	28.57%
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	25	25	100.00%	0.00%	36.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	25.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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 (2025-26 School Year)

Subject	Textbook	Adopted
English language arts	Wonders/StudySync	2017
Mathematics	Math & My Math, McGraw-Hill (K-5)	2018
Mathematics	Glencoe Math (6-8)	2018
Science	TWIG Science (K-4)	2021
Science	Discovery Science Techbook (5-8)	2021
History/social science	Impact (K-5)	2021
History/social science	TCI (6-8)	2016

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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

2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
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

2025-26 School Year

Data collection date	10/16/2025
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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 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status (2025-26 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)	Good
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	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	10/22/2025



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 in February 2026.

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 26 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.

In 2024, a new TK-K building was completed adding four classrooms. Additionally, the first and second grade wing along with the third and fourth grade wing of classrooms was modernized.

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.

Teacher Preparation and Placement

These tables display 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 (2021-22 School Year)

Authorization/Assignment	Sequoia CS & Sequoia ES Number	Sequoia CS & Sequoia ES Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.8	91.2%	20.8	91.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.6	7.3%	1.6	7.3%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.3	1.5%	0.3	1.5%	15,831.9	5.7%
Total Teaching Positions	22.8	100.0%	22.8	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	Sequoia CS & Sequoia ES Number	Sequoia CS & Sequoia ES Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.3	90.6%	18.3	90.6%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	7.4%	1.5	7.4%	11,746.9	4.2%
Unknown	0.4	2.0%	0.4	2.0%	14,303.8	5.2%
Total Teaching Positions	20.2	100.0%	20.2	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	Sequoia CS & Sequoia ES Number	Sequoia CS & Sequoia ES Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.8	88.9%	22.8	88.9%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	3.9%	1.0	3.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	2.6%	0.6	2.6%	12,112.8	4.3%
Unknown	1.1	4.5%	1.1	4.5%	13,705.8	4.9%
Total Teaching Positions	25.6	100.0%	25.6	100.0%	278,927.1	100.0%

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 (CalSAAS) provided by the Commission on Teacher Credentialing. 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	1.5	0.6
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	1.5	0.6

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	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%	0.0%

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

2024-25 School Year	
	Ratio
Pupils to Academic counselors	390:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.33
Nurse	1.00
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.00

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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>.

Financial Data

The financial data displayed in this SARC is from the 2022-23 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 (2023-24 Fiscal Year)		
	Sequoia Union ESD	Similar Sized District
Beginning teacher salary	\$55,592	\$55,247
Midrange teacher salary	\$74,084	\$80,745
Highest teacher salary	\$108,134	\$109,655
Average elementary school principal salary	⊕	\$133,828
Superintendent salary	\$164,113	\$155,953
Teacher salaries: percentage of budget	27.29%	25.26%
Administrative salaries: percentage of budget	10.72%	6.12%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sequoia CS and ES	\$9,744	\$76,580
Sequoia Union ESD	\$9,744	\$76,580
California	\$11,146	\$85,291
School and district: percentage difference	+0.0%	+0.0%
School and California: percentage difference	-12.6%	-10.2%

⊕ 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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$12,654
Expenditures per pupil from restricted sources	\$2,910
Expenditures per pupil from unrestricted sources	\$9,744
Annual average teacher salary	\$76,580



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 contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 2025.

School Accountability Report Card

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