

Sequoia Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Sequoia Elementary School
Street	500 East Fresno Ave.
City, State, Zip	Shafter, Ca. 93263
Phone Number	(661) 746-8740
Principal	Luis Rodriguez
E-mail Address	lrodriguez@richland.k12.ca.us
Web Site	www.richland.k12.ca.us/schools/sequoia
CDS Code	15635780107771

District Contact Information	
District Name	Richland School District
Phone Number	661-746-8600
Superintendent	Raquel Posadas-Gonzalez
E-mail Address	info@richland.k12.ca.us
Web Site	www.richland.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Community & School Profile

Richland School District educates students in kindergarten through eighth grades living in the City of Shafter and surrounding areas. The District operates four schools that are located in the city: Golden Oak Elementary School (K-6), Redwood Elementary School (K-6), Sequoia Elementary School (K-6), and Richland Junior High School (7-8). Each school is dedicated to ensuring the academic success of every student.

Sequoia Elementary School is the newest school in Richland School District, built in the 2004-2005 school year. In the 2012-13 school year, Sequoia Elementary School served approximately 780 students. The school operates on a traditional school calendar. Sequoia Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education.

Sequoia Elementary School Mission

Sequoia Elementary School provides excellence in education within a safe and healthy environment. To develop well-rounded individuals, our standards based instruction is supported by collaboration of school and community based programs, the use of cutting edge technology, Character Counts! and a variety of fine arts and extra curricular activities. Through these efforts, Sequoia Elementary School prepares students to be productive members of society who can and will succeed.

VISION STATEMENT

Sequoia Elementary School consists of highly qualified teachers who are committed to the idea of life-long learning. We foster an appreciation and participation in the arts through choir, band, and art. Sequoia Elementary School will exit program improvement after the 2014-2015 school year and apply for Distinguished School Status during the 2014-2015 school year. Our students will reach beyond the minimum state requirements for proficiency in ELA and Math. Our classrooms are driven by student performance data and the sharing of best practices based upon our Cycle of Inquiry process.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	138
Grade 1	97
Grade 2	142
Grade 3	111
Grade 4	117
Grade 5	101
Grade 6	99
Total Enrollment	805

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	3.2
Filipino	0.0
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	0.0
White	10.4
Two or More Races	0.0
Socioeconomically Disadvantaged	85.6
English Learners	45.0
Students with Disabilities	8.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	32	36	36	162
Without Full Credential	0	3	3	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.00	20.00
All Schools in District	48.92	51.08
High-Poverty Schools in District	48.92	51.08
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

Richland School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Richland School District held a Public Hearing on September 2012, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Richland School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts and health. A committee consisting of administrators and teachers from each school establishes selection criteria based on State standards, reviews instructional materials on the State list and makes recommendations to the Board of Education for final approval.

Students visit the library at least once every other week. The library is open to students before school, during recess, and after school. The library is staffed by a full-time library clerk and a part-time district librarian. Students may check out a growing collection of books anytime within the library's hours of operation. Materials are available in both Spanish and English. The library contains VCRs/DVDs, leveled readers, computers, a video distribution system, professional materials, magazines and newspapers for student use.

Sequoia Elementary School is continually working to integrate technology into the curriculum. All classrooms are connected to the Internet, and every classroom has a teacher computer workstation and access to a laptop cart. Each cart is shared among four classrooms and contains 20 laptops for grades K-3 and 30 laptops for 4th and 5th grade classrooms. Teachers assist students with educational programs such as Odyssey, Mind and Music, Math Magician, Accelerated Reader, and FFAST Math.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures 2010 McMillan/McGraw Hill K-8	Yes	0
Mathematics	California HSP Math 2009 Harcourt School Publishers K-6	Yes	0
Science	MacMillan/McGraw-Hill California Science 2008 (K-5) Prentice Hall Focus on Earth Science c.2008	Yes	0
History-Social Science	PEARSON SCOTT FORESMAN 2006 Scott Foresman History-Social Science for California Dr. William E. White Holt California Middle School Social Studies World History, Ancient Civilizations c.2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sequoia Elementary School provides a safe, clean environment for students, staff and volunteers. School facilities were built in 2004-05 with additions built in the 2006-07 and 2008-2009 school year. They include a multi-purpose room, library, gym, two staff rooms, the office and 22 permanent classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A team of one part-time and two full-time custodians ensures classrooms, restrooms and campus grounds are kept clean and safe on a daily basis. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors and site administrators are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets and sinks on school grounds are in working order.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

Deferred Maintenance Projects

For the 2010-11 school year, this school had no scheduled deferred maintenance projects. The District’s complete deferred maintenance plan is available at the District office.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	32	24	17	37	35	30	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	30
All Student at the School	17
Male	21
Female	13
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	15
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	28	36	32	34	36	36	54	56	55
Mathematics	48	52	54	50	54	54	49	50	50
History-Social Science				24	32	27	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	2
Similar Schools	1	2	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-38	40	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-36	42	-6
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-7	35	-26
English Learners	-10	10	3
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.6	17.2	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Sequoia Elementary School takes advantage of resources available in the community to assist students in their emotional, personal and academic development including but not limited to:

- | | |
|--|---|
| <ul style="list-style-type: none"> Probation Department Early Intervention Program ELAC School Site Council PTO College Community Counseling Child Welfare Department | <ul style="list-style-type: none"> Department of Human Services Kern County Mental Health Healthy Start Community Mentoring Program Richland's Parent Outreach Center Community Forums Parent Outreach Committee |
|--|---|

Parents who wish to participate in Sequoia Elementary School's leadership teams, committees, activities, or become volunteers may contact Principal Luis Rodriguez at (661) 746-8740.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.1	4.2	5.4	5.5	4.9	5.9	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Sequoia Elementary School. All visitors must check in at the school office, which is the only entrance to the school (single point entry), and receive a visitor's pass to be permitted on campus.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis, school intruder drills are held at least quarterly, and earthquake drills are held once a school year. Bus evacuation safety drills are also conducted throughout the school year. Safety Kits are placed in all classrooms and throughout school facilities to provide proper supplies during an emergency situation. Monitoring of school grounds is performed by teachers, administrators, counselors and yard supervisors before, during and after school.

A Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, policy to provide a safe and orderly environment conducive to learning, rules and procedures on school discipline, a step-by-step guide to disaster procedures, and dress code policy. Sequoia Elementary School reviews and updates the plan annually.

The plan is reviewed with school staff at the beginning of each school year and was last reviewed in 2013-2014. An updated copy of the plan is available to the public at the school office or the District office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	35.8	0	4	1	27		4		20	3	4	
1	30.3	0	4	0	23	1	5		16	2	4	
2	24.6	0	5	0	19	2	4		18	3	5	
3	23.2	2	3	0	26	1	4		19	2	4	
4	29.5	0	4	0	21	2	3		21	2	5	
5	26	0	3	0	21	3	3		16	4	3	
6	24.8	1	3	0	20	2	4		16	5	3	
Other	0	2	0	0								

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.25	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	.5	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	.5	---
Other	.5	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4388.12	\$238.47	\$4149.65	\$77,589.48
District	---	---	\$4210.96	\$69,329.96
Percent Difference: School Site and District	---	---	-1.5	11.9
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	-11.5	15.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Based on 2013-14 audited financial statements, the District spent an average of \$8,762.60 to educate each student. The previous table provides a comparison of Sequoia Elementary School's per pupil funding (from both restricted and unrestricted sources) with district (unrestricted) sources for the 2012-13 year.

In addition to general fund State funding, Richland School District receives State and Federal categorical funding for the following categorical, special education, and support programs:

- Maintenance and Operations
- After School and Safety Education (ASES)
- Class Size Reduction
- Special Education
- Economic Impact Aid
- Title I, Title II, Title III
- Home-to-School Transportation
- Migrant Education
- Lottery

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$41,535
Mid-Range Teacher Salary	\$63,981	\$64,101
Highest Teacher Salary	\$81,465	\$82,044
Average Principal Salary (Elementary)	\$99,343	\$104,336
Average Principal Salary (Middle)	\$101,428	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$124,757	\$155,309
Percent of Budget for Teacher Salaries	39	41
Percent of Budget for Administrative Salaries	4	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

All training and curriculum development at Sequoia Elementary School revolves around the Common Core State Standards, 21st Century Learning and the newly released ELD standards. Framework. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

The writing and implementation of Sequoia Elementary School's curriculum is an ongoing process. The school's plans for curriculum and instruction are updated regularly to align with the State standards, District goals, and the statewide assessment program. Richland School District realizes the importance of a customized educational experience, addressing the specific needs of students.

During the 2013-14 school year, Richland School District's intervention teachers worked with students at each school who were struggling in the area of reading. A restructured UA/EGP time was developed with PE provided to the younger grades. A Learning Center is fully functional where students are identified based on data for targeted intervention.

Professional development within the District addresses the individual needs of teachers, as well as broader school concerns. Staff development days were available in the 2013-14 school year. Afterschool workshops, in-services, summer institutes, and professional conferences with guest speakers and consultants are methods by which professional development is delivered. During the 2013-14 school year, staff development topics included Explicit Direct Instruction, CCSS transition and new ELA curriculum implementation.

The District participates in the State-sponsored Beginning Teachers Support and Assessment program (BTSA). The goals of the BTSA program are to help new teachers succeed, foster increased retention within the teaching profession of quality teachers and improve instruction for students. For the 2013-14 school year, the District's support provider assisted one participant.

Richland School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff and substitutes. School sites supplement District programs with training and activities specific to the needs of the school and its staff. During the 2013-14 school year, Sequoia Elementary School's school-based staff development topics included the following bulleted list.

- Explicit Direct Instruction
- Close and GP Reading
- Phonemic Awareness
- English Language Development (ELD)
- CCSS Training
- 21st Century Learning
- Cycle of Inquiry Training
- Differentiated Instruction