# Sequoia Middle School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

## General Information about the School Accountability Report Card (SARC)

| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. |
| | - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. |
| | - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ 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). |
| **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. |

| 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. |
|---|---|

## 2023-24 School Contact Information

| School Name | Sequoia Middle School |
|---|---|
| Street | 1450 W. Castle |
| City, State, Zip | Porterville, CA 93257 |
| Phone Number | (559) 788-0925 |
| Principal | John Buckley |
| Email Address | jbucks@portervilleschools.org |
| School Website | sequoia@portervilleschools.org |
| County-District-School (CDS) Code | 54-75523-0110692 |

## 2023-24 District Contact Information

| District Name | Porterville Unified School District |
|---|---|
| Phone Number | (559) 793-2400 |
| Superintendent | Nate Nelson, Ed.D |
| Email Address | nlnelson@portervilleschools.org |
| District Website | portervilleschools.org |

## 2023-24 School Description and Mission Statement

Principal's Message

It is with great enthusiasm and excitement that I offer to everyone a Sequoia Hawk welcome. Our staff is working hard to bring our students the latest in computer technology development and also the "Best Educational Practices" in the classroom.  Along with our focus on providing students with the "Best Educational Practices"  our entire staff works equally hard on providing a safe and inviting school culture.   We want to prepare students for high school and beyond by stressing the importance of developing a strong work ethic and outstanding character traits.

We align our vision and mission with the district's goals and Graduate Outcomes:

PUSD students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

The mission of PUSD is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Expected Graduate Outcomes:

As a result, all students will develop and demonstrate:
* Critical thinking and problem solving skills
* Cultural awareness and the ability to collaborate with diverse groups

## 2023-24 School Description and Mission Statement

* Technical skills in digital media applications and information management
* Effective communication skills of listening, speaking and writing
* Creativity and innovation
* Leadership, self-management and organizational skills obtained through real world applications and community involvement
* Adaptability, responsibility and ethical behaviors
* The ability to navigate the global world of work and further their education

Community & School Profile

Porterville, lying along the foothills of the Sierra Mountains, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site.

Sequoia Middle School serves students in grades seven and eight on a traditional calendar schedule. Curriculum is based on improving literacy and mathematical comprehension.  Additionally, we offer a variety of elective courses, Band, Choir, Orchestra, cooking, robotics, media technology, yearbook, leadership, just to name a few.  These courses create opportunities for students to explore different possible career pathways.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 7 | 248 |
| Grade 8 | 249 |
| Total Enrollment | 497 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.5% |
| Male | 51.5% |
| American Indian or Alaska Native | 1.4% |
| Asian | 1.4% |
| Filipino | 0.6% |
| Hispanic or Latino | 77.1% |
| Native Hawaiian or Pacific Islander | 0.2% |
| Two or More Races | 1.6% |
| White | 16.1% |
| English Learners | 16.5% |
| Foster Youth | 0.4% |
| Homeless | 0.4% |
| Migrant | 5.2% |
| Socioeconomically Disadvantaged | 79.3% |
| Students with Disabilities | 7.8% |

| A. Conditions of Learning | State Priority: Basic |
|---|---|
| | The SARC provides the following information relevant to the State priority: Basic (Priority 1): <br><br> • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; <br> • Pupils have access to standards-aligned instructional materials; and <br> • School facilities are maintained in good repair. |

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.80 | 80.78 | 498.10 | 80.41 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.90 | 3.83 | 27.90 | 4.52 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.50 | 2.20 | 33.10 | 5.34 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.90 | 11.21 | 42.40 | 6.85 | 12115.80 | 4.41 |
| Unknown | 0.50 | 1.93 | 17.80 | 2.88 | 18854.30 | 6.86 |
| Total Teaching Positions | 25.80 | 100.00 | 619.40 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.90 | 84.40 | 523.00 | 79.83 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.50 | 1.93 | 28.20 | 4.32 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 31.60 | 4.83 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.00 | 8.05 | 43.50 | 6.64 | 11953.10 | 4.28 |
| Unknown | 1.40 | 5.59 | 28.70 | 4.38 | 15831.90 | 5.67 |
| Total Teaching Positions | 25.90 | 100.00 | 655.20 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.50 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.50 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 2.90 | 2.00 |
| Total Out-of-Field Teachers | 2.90 | 2.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.6 | 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) | 1.9 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 24, 2023 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected regarding textbooks in use during the 2021-2022 school year.

| Year and month in which the data were collected | August 2023 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---|---|---|---|

| | | Adoption? | Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Pearson/Adopted 2020 | Yes | 0.0% |
| **Mathematics** | Houghton Mifflin, Larson Big Ideas Adopted 2016 | Yes | 0.0% |
| **Science** | Accelerate Learning, STEMscopes/Adopted 2022 | Yes | 0.0% |
| **History-Social Science** | Cengage, National Geographic Learning/Adopted 2022 | Yes | 0.0% |
| **Health** | Positive Prevention PLUS/Adopted 2015 | Yes | 0% |

## School Facility Conditions and Planned Improvements

Sequoia Middle School is currently comprised of 27 classrooms, a library, a staff room, a multi-purpose room/cafeteria, two athletic fields, and the main office. The school's first year of operation was 2006-07, with construction of the new campus completed in 2006. The chart displays the results of the most recent school facilities inspection, provided by the district in September of 2023:

Cleaning Process
The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with 4 full time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair
A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

| Year and month of the most recent FIT report | December 2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | | X | | Ceiling tile: Rm 101, 106, 201, 203, 204, 207, 208, 209, 210, 402, 405 Scuff on wall: Rm 101, 202, 205, 206 Baseboard damage: Rm 102, 203, 204, multi-purpose Stained carpet: Rm 102, 103, 107, 110 Wall damage: Rm 102, 103, 107, 110, 202, 209, 402 Wallpaper damage: Rm 104, 201, 202, 204, 205, 207, 208, band room Light out: Rm 108, 109, 110, 203, 205, 208, 210, band room Desk chipping: 205, 206 Light panel: Rm 206 Top of window peeling: Rm 210 No knobs on oven: Rm 401 Chipped counters: Rm 403, 405 Floor damage: Rm 403, multi-purpose Thermostat hanging: Rm 403 |

## School Facility Conditions and Planned Improvements

| | | | |
|---|:---:|:---:|---|
| | | | Roof leak: Rm 405<br>Door paint: Multi-purpose |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | |
| **Electrical** | X | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | | X | Leaky faucet: Rm 403<br>Sensor not working: Boys & girls RR 100 west<br>Hand dryer not working: Boys RR 100 west, Girls RR 400 west<br>Soap dispenser missing: Boys RR 100 & 200 east<br>Hair dryer not working: Boys RR 400 west<br>Chipped paint: Girls RR 400 west<br>Sink not working: Girls 400 east<br>Gym floor finishing: Boys RR multi-purpose<br>Lights out: Boys RR multi-purpose<br>Slow valve: Girls RR multi-purpose<br>Tile repair: Girls RR multi-purpose |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | |
| **Structural:**<br>Structural Damage, Roofs | X | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | External light flickering/out: Rm 209, 401, band room<br>Basketball backboards with rust: Sports field |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|:---:|:---:|:---:|:---:|
| | X | | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

**College and Career Ready**
The percentage of students 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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 48 | 50 | 40 | 40 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 28 | 30 | 23 | 26 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 498 | 486 | 97.59 | 2.41 | 50.21 |
| Female | 235 | 227 | 96.60 | 3.40 | 52.86 |
| Male | 263 | 259 | 98.48 | 1.52 | 47.88 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 384 | 377 | 98.18 | 1.82 | 48.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 14 | 100.00 | 0.00 | 35.71 |
| White | 81 | 76 | 93.83 | 6.17 | 56.58 |
| English Learners | 75 | 73 | 97.33 | 2.67 | 9.59 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 396 | 386 | 97.47 | 2.53 | 45.34 |
| Students Receiving Migrant Education Services | 25 | 24 | 96.00 | 4.00 | 20.83 |
| Students with Disabilities | 43 | 43 | 100.00 | 0.00 | 6.98 |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 498 | 485 | 97.39 | 2.61 | 29.69 |
| Female | 235 | 227 | 96.60 | 3.40 | 29.52 |
| Male | 263 | 258 | 98.10 | 1.90 | 29.84 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 384 | 376 | 97.92 | 2.08 | 25.53 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 14 | 14 | 100.00 | 0.00 | 28.57 |
| White | 81 | 76 | 93.83 | 6.17 | 43.42 |
| English Learners | 75 | 74 | 98.67 | 1.33 | 2.70 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 396 | 385 | 97.22 | 2.78 | 24.42 |
| Students Receiving Migrant Education Services | 25 | 25 | 100.00 | 0.00 | 16.00 |
| Students with Disabilities | 43 | 43 | 100.00 | 0.00 | 2.33 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 28.85 | 32.22 | 17.02 | 20.95 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 247 | 240 | 97.17 | 2.83 | 32.50 |
| Female | 128 | 123 | 96.09 | 3.91 | 27.64 |
| Male | 119 | 117 | 98.32 | 1.68 | 37.61 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 192 | 188 | 97.92 | 2.08 | 29.79 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 40 | 37 | 92.50 | 7.50 | 37.84 |
| English Learners | 36 | 36 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 194 | 189 | 97.42 | 2.58 | 29.63 |
| Students Receiving Migrant Education Services | 14 | 14 | 100.00 | 0.00 | 35.71 |
| Students with Disabilities | 21 | 21 | 100.00 | 0.00 | 14.29 |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.  Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 7 | 96% | 96% | 96% | 96% | 96% |

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Parents and guardians have the right and should be given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. Sequoia Middle School has a parental involvement policy and school compact.

Parents and guardians can support their child's learning environment by becoming involved in:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Monitoring school attendance/grades on Aeries

*Attend parent/teacher conferences
*Attend student recognition assemblies

- Participating in extracurricular activities
- Monitoring and regulating electronic usage (television, cellphones, video games, etc.)
- Planning and participating in activities at home that are supportive of classroom activities
- Volunteering at school
- Participating in decision-making processes by attending School Site Council meetings

* Participating in formulating LCAP goals
* Support Clubs and competition (Band, Choir, After School sports teams, Robotics, Science Fair, Book Club, Spelling Bee, Math Super Bowl and other county, state, and national competitions)

Contact Information
Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 788-0925. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 524 | 514 | 81 | 15.8 |
| Female | 252 | 245 | 37 | 15.1 |
| Male | 272 | 269 | 44 | 16.4 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 9 | 8 | 3 | 37.5 |
| Asian | 7 | 7 | 0 | 0.0 |
| Black or African American | 2 | 2 | 2 | 100.0 |
| Filipino | 3 | 3 | 0 | 0.0 |
| Hispanic or Latino | 402 | 394 | 61 | 15.5 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 8 | 8 | 2 | 25.0 |
| White | 85 | 84 | 12 | 14.3 |
| English Learners | 91 | 88 | 9 | 10.2 |
| Foster Youth | 6 | 6 | 3 | 50.0 |
| Homeless | 7 | 6 | 2 | 33.3 |
| Socioeconomically Disadvantaged | 420 | 412 | 73 | 17.7 |
| Students Receiving Migrant Education Services | 27 | 26 | 2 | 7.7 |
| Students with Disabilities | 45 | 44 | 13 | 29.5 |

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.34 | 2.26 | 3.24 | 0.19 | 2.05 | 2.26 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.01 | 0.09 | 0.16 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 3.24 | 0 |
| Female | 1.19 | 0 |
| Male | 5.15 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 2.99 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 3.53 | 0 |
| English Learners | 3.3 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 3.81 | 0 |
| Students Receiving Migrant Education Services | 7.41 | 0 |
| Students with Disabilities | 8.89 | 0 |

## 2023-24 School Safety Plan

The safety of students and staff is a primary concern of Sequoia Middle School. Teachers and administrators supervise students on campus before and after school. During lunch and recesses, counselors, administrators, and class assistants monitor students. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. Additionally, all volunteers who may have opportunity to be alone with students are required to pass fingerprinting through the Porterville Unified School District Office through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently reviewed on November 16, 2023 by the Safety Committee. Key elements of the plan focus on general safety and security, before-and after-school supervision, visitor check-in, and emergency drills. The school is in compliance with the 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. Emergency drills are held on a regular basis; fire, earthquake, and lockdown drills are held once a month on a rotating basis. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 25 | 7 | 39 | |
| Mathematics | 25 | 6 | 18 | |
| Science | 28 | 1 | 19 | |
| Social Science | 28 | 1 | 19 | |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 18 | 29 | 28 | |
| Mathematics | 21 | 12 | 14 | |
| Science | 23 | 3 | 19 | |
| Social Science | 24 | 3 | 18 | |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 20 | 24 | 25 | 0 |
| Mathematics | 21 | 8 | 17 | 0 |
| Science | 22 | 9 | 14 | 0 |
| Social Science | 23 | 6 | 16 | 0 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 497 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  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.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $9,801.52 | $6,358.13 | $3,443.39 | $75,017.02 |
| District | N/A | N/A | $2,879.86 | $89,413 |
| Percent Difference - School Site and District | N/A | N/A | 17.8 | -17.5 |
| State | N/A | N/A | $7,607 | $90,632 |
| Percent Difference - School Site and State | N/A | N/A | -75.4 | -18.9 |

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:
- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
* Title IV Student Support & Academic Enrichment
- Title VI, Indian, Native Hawaiian, and Alaska Native Education

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $58,982 | $55,550 |
| Mid-Range Teacher Salary | $89,089 | $84,645 |
| Highest Teacher Salary | $115,047 | $111,284 |
| Average Principal Salary (Elementary) | $178,841 | $139,860 |
| Average Principal Salary (Middle) | $184,969 | $146,440 |
| Average Principal Salary (High) | $193,509 | $158,447 |
| Superintendent Salary | $269,198 | $278,268 |
| Percent of Budget for Teacher Salaries | 26.53% | 32.21% |
| Percent of Budget for Administrative Salaries | 3.51% | 4.89% |

## Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:
- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator
- Developing/Implementing Common Core State Standards (CCSS)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The District provides instructional coaches upon request. Additionally, site administrators coordinate with department lead teachers to utilize meeting times effectively covering curriculum aligned with the New California State Standards, vertical and horizontal curricular alignment, and safety/procedures training.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |