



Sequoia Union Board of Trustees Regular Board Meeting January 27, 2021 at 6:00 p.m.

A regular meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA. ***Please note those in attendance will need to follow physical distancing and wear a mask.***

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

1. CALL TO ORDER at 6:00 pm

2. FLAG SALUTE

3. APPROVAL OF AGENDA

4. COMMENTS FROM THE PUBLIC

Board Policy #9323 allows each individual speaker three minutes for public comment. The public may choose to address the board on any non agenda item at this time, or on an agenda item at this time or at the time of the items discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

5. DISCUSSION & REPORTS

[5.1 Superintendent Report](#)

[5.2 Report on opening to 4-Days a week of On-Campus Instruction](#)



6. ACTION ITEMS

[6.1 Review and approve the SARC Report](#)

[6.2 Review and approve the COVID19 School Guidance Checklist](#)

7. ORGANIZATIONAL BUSINESS

7.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

8. CLOSED SESSION

8.1 CONFERENCE WITH LABOR NEGOTIATOR AGENCY DESIGNATED REPRESENTATIVE
SUPERINTENDENT/PRINCIPAL: Employee Organization: S.E.T.A.

9. ADJOURNMENT



Mr. Ken Horn
Superintendent/Principal

DISCUSSION and REPORTS ITEM 5.1: Superintendent Report:

The staff continues to work and plan for the reopening to four days a week of on-campus instruction. We have completed the student rosters for the new classes, mainly based on the parents survey that was sent out prior to Winter break and in a few cases based on teacher recommendation (especially for a few 3rd graders who teacher feel will be most successful in the 3rd-4th combo class). We will notify parents about the new student rosters as soon as we have the final date when we are certain that we can move from 2 days a week of on-campus instruction to 4-days a week of on-campus instruction. I anticipate that we will be able to make this announcement over the next few days and I have been asked by numerous parents that once we are able to make the announcement that we let them know at least 7 days in advance so they can make arrangements on their end for changes in their families daily schedule. This seems like a very reasonable request and I will do everything possible to provide families with a minimum 7 days of advance notice prior to the move to 4-days of on-campus instruction.

We got Bus #5 out of the repair shop for the second time and it seems to be operating great. However, now Bus # 4 has developed an issue and is at the repair shop at Visalia Unified. I will keep the Board updated on the repair to this Bus.

I am preparing the survey to be sent out that will gather information from Staff and from our Families about our school and what we should focus on expenditures on. This survey will be used as a Needs Assessment in the development of the Single Plan for Student Achievement (SPSA) by School Site Council and by the LCAP Committee in the development of the new 3 year plan for the Local Control Action Plan. I will keep the Board updated on the data from the Needs Assessment survey, on the SPSA, and on the LCAP moving forward.

I began my participation in the New Superintendent's Coaching Forum this month. My Coach is Terri Reufert, who is the Superintendent from Sundale Union Elementary School District near the city of Tulare. Her Principal is participating in my group as is the new Superintendent from Liberty Union Elementary School District in Visalia. We have met twice and we are working on goal setting and just sharing information about all the changes to running a School District during the COVID19 pandemic.

We held our second Building Committee Meeting this past week with Mangini and Associates. Our teachers on the Committee shared items for the modernization and helped Mangina focus in what would be included. I will have them come make a presentation to the Board on our progress at a future board meeting. These are exciting meetings to participate in and it is a wonderful opportunity for our School District to be able to have modern classrooms to offer to our staff and our students. This is a great opportunity for us.

Ken Horn
Superintendent-Principal

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

DISCUSSION and REPORTS ITEM 5.2: Report on opening to 4-Days a week of On-Campus Instruction

Mr. Horn will provide a brief update on the plan to re-open to 4-Days of On-Campus learning for students.



SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Sequoia Elementary Charter School

Grades K-7
CDS Code 54-72116-6054340

Sequoia Elementary School

Grade 8
CDS Code 54-72116-0134973

Ken Horn
Superintendent/Principal
kenhorn@sequoiaunion.org

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*SMALL SCHOOL
BIG HEART*



Sequoia Union Elementary School District

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Principal's Message

As our mission statement says, the Sequoia Union Elementary School District is focusing on developing students with a strong moral integrity, an ongoing pursuit of academic excellence, and a developmental self-worth in a safe and supportive environment. To accomplish our school mission, it will take our entire school community. To this end we ask parents and members of the community to get involved with our Ag Program, volunteering in the classrooms, helping with beautification of the campus, participation in School Site Council, Parent's Guild, Sports Boosters, or in any manner that supports the growth of our students. I invite each and every person to become a part of any of these programs on our campus. With your support and involvement, your child's school experience will be positive and rewarding.



Mission Statement

We, the Sequoia Union Elementary School District, are committed to the development of students with high moral integrity, academic excellence, and self-worth in a safe and supportive environment. (Adopted on July 18, 2013.)

Parental Involvement

Parent participation at Sequoia Union is encouraged and appreciated. Parents can assist by being:

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

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

School Safety

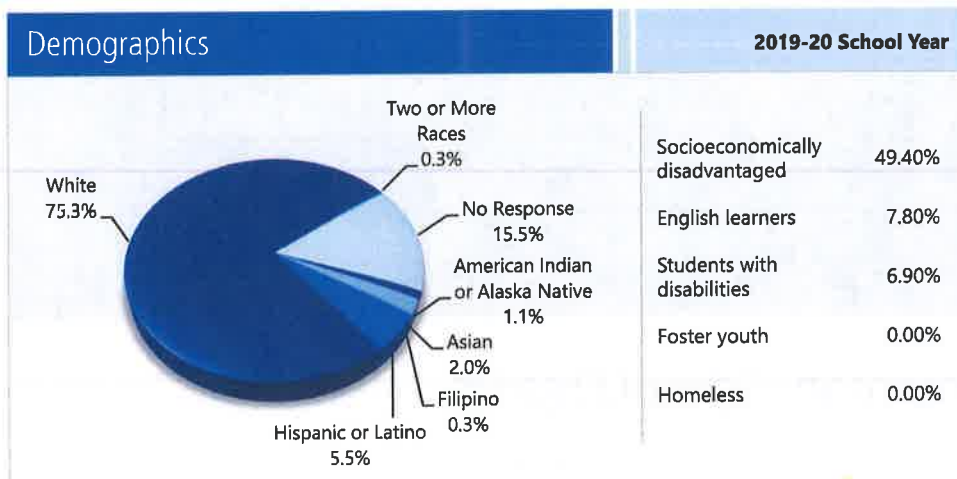
Sequoia Union has a safety plan that addresses all the components relevant to the academic and physical well-being of students, teachers and staff. A copy of this plan is available from the school upon request.

The school safety plan is living dynamic protocol that is continuously being updated and improved, as we strive to incorporate newly adopted state requirements that include suicide prevention, Cardiac Emergency Response, as well as improving our Threat Assessment Program. Key elements of the plan include fire, lock-down, staff/parent training in Situational Awareness, earthquake drills and disaster-response procedures. The safety plan also includes emergency phone numbers, a bomb-threat checklist and dealing with pandemics.

The school safety plan was last reviewed, updated and discussed with the school faculty, Tulare County Fire Department, and Tulare County Sheriff's Department in February 2021.

Enrollment by Student Group

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



School Accountability Report Card

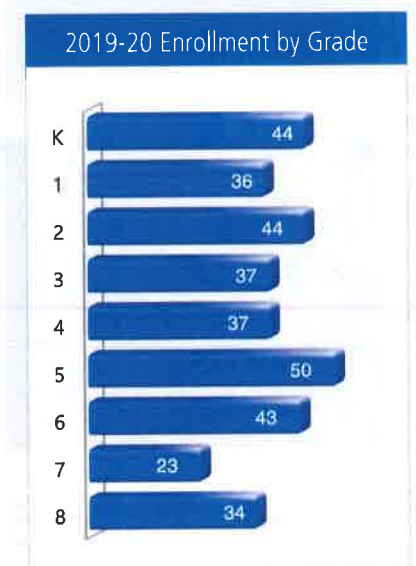
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Governing Board

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

Enrollment by Grade

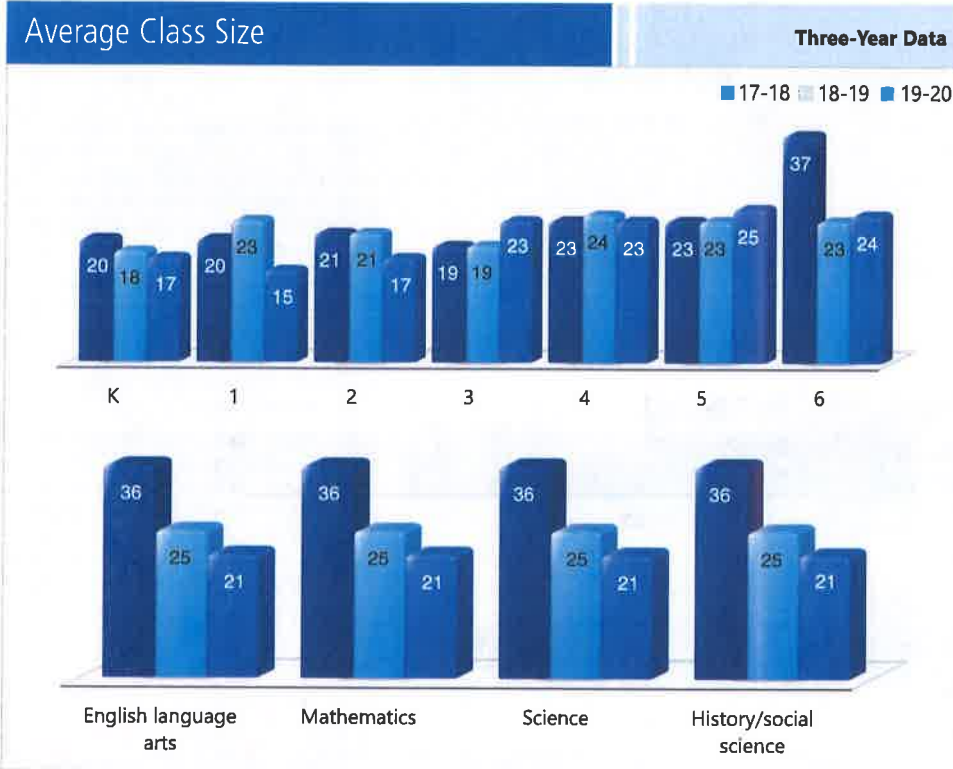
The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.





Class Size Distribution

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



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

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

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

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

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

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

Number of Classrooms by Size

Three-Year Data

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

Subject	2017-18			2018-19			2019-20		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts			1	2		1		2	
Mathematics			1	2		1		2	
Science			1	2		1		2	
History/social science			1	2		1		2	



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

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

Percentage of Students Meeting or Exceeding State Standards							Two-Year Data	
Subject	Sequoia CS (5)		Sequoia ES (8)		Sequoia UESD		California	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Science	43%	◇	42%	◇	42%	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards				Two-Year Data	
Subject	Sequoia CS - Grades 3-7		Sequoia ES - Grade 8		
	18-19	19-20	18-19	19-20	
English language arts/literacy	50%	◇	44%	◇	
Mathematics	34%	◇	14%	◇	
Subject	Sequoia UESD		California		
	18-19	19-20	18-19	19-20	
English language arts/literacy	49%	◇	51%	◇	
Mathematics	31%	◇	40%	◇	

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2019-20 School Year	
Percentage of Students Meeting Fitness Standards		Sequoia CS	
		Grade 5	Grade 7
Four of six standards		◇	◇
Five of six standards		◇	◇
Six of six standards		◇	◇

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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



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

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

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

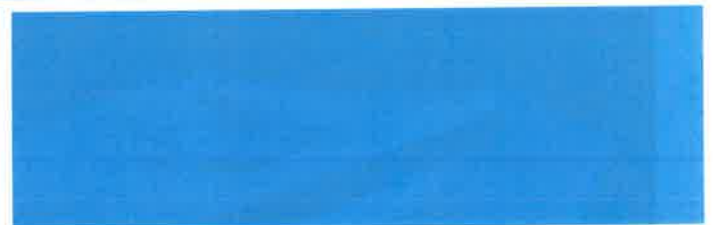




CAASPP Results by Student Group: English Language Arts (grades 3-8)

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

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





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

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

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





Textbooks and Instructional Materials

All school textbooks are in compliance and are on the state-approved list. We have enough textbooks for each student to have their own copy. All students have access to their own copy of standards-aligned textbooks.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
English language arts	Wonders	2017
Mathematics	Math & My Math, McGraw-Hill	2018
Science	Science Weekly (K-2)	2018
Science	Inspire Science, McGraw Hill (Pilot) (3-8)	2020
History/social science	Studies Weekly (K-5)	2018
History/social science	TCI (6-8)	2016

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2020-21 School Year
Sequoia ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		◇
Health		0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2020-21 School Year
Data collection date		9/10/2020

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

◇ Not applicable.

Quality of Textbooks

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

Quality of Textbooks		2020-21 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2020-21 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Fair
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Fair
Overall summary of facility conditions		Good
Date of the most recent school site inspection		8/27/2020
Date of the most recent completion of the inspection form		8/27/2020

School Facilities

All classrooms at Sequoia Union are safe, clean and well maintained. All buildings meet state standards, and all areas of the facility are in good repair, including all bathrooms and toilets. We have beautiful grounds that include baseball diamonds, soccer and football fields, and a running track. We have a modern gym where we play volleyball and basketball. We also have many outdoor basketball courts. We have a professional computer lab and library, and all of the classrooms have computer accessibility. Each classroom enjoys a 1:1 ratio of devices to students.

The current Sequoia Elementary School was built in 1954. The school has 16 grade level classrooms, a library, a multipurpose room and two Learning Lab rooms.

We take the following safety measures to ensure our students and staff members have a safe and healthy environment: We use security cameras, our school is fully gated, we have staff watching our students before and after school, and visitors must sign in at the school office (utilizing the Raptor Identification System) and may receive a visitor's pass to enter the campus upon clearance. Once the school day has started, all visitors must process through the office in order to enter the school grounds.

The custodial staff includes two custodians working six hours per day, and one custodian working 4 hours a day. Maintenance staff accomplishes repairs and fixes problems as needed. We evaluate the facilities routinely with a monthly facility "Walk-Through." The staff works diligently to clean the bathroom, classrooms, and the cafeteria daily.

In the last several years, a new library was built, the cafeteria and gym were expanded, as well as a building of four classrooms to house our junior high program. A new playground was installed by the Parent's Guild. The structure meets Department of General Services (DGS) standards. We are scheduled to complete our well project during the 2020-21 school year. The well project is funded by rural water and water bond dollars.

Sequoia Union Elementary School continues to build its agricultural program. Eagle Scouts have built new raised garden beds, and an Indigenous Plant Garden has been put in as a Girl Scout project. The school is planning to build a greenhouse behind the junior high school. The local educational agency (LEA) continues to enjoy its relationship with U.C. Davis and the California Irrigation Management Information System (CIMIS) as a result of becoming the first elementary school in California to support the satellite array for CIMIS.

Deficiencies and Repairs

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

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

Types of Services Funded

The following is a list of federal- and state-funded programs provided to students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher and Principal Training and Recruiting)
- Title II (Technology)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- School Improvement Program (SIP)
- School Library Grant
- Title III (Emergency Immigrant)
- Assembly Bill 1113 School Safety and Violence Prevention Act



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Sequoia UESD	Sequoia ES		
	20-21	18-19	19-20	20-21
Teachers				
With a full credential	10	13	14	10
Without a full credential	6	3	3	6
Teaching outside subject area of competence (with full credential)	0	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Sequoia ES		
	18-19	19-20	20-21
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.90
Library media services staff (paraprofessional)	0.25
Psychologist	0.35
Social worker	0.35
Nurse	0.50
Speech/language/hearing specialist	0.35
Resource specialist (nonteaching)	0.00

Professional Development

During the school year, staff members are encouraged to pursue professional-development opportunities. Teachers participate in professional development/Professional Learning Communities every Wednesday during the year in addition to attending workshops, training and meetings. During these training sessions, we review Common Core State Standards implementation, grade-level articulation and implementation/improvement of "Best Practices."

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

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

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2018-19 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2018-19 Fiscal Year	
	Sequoia UESD	Similar Sized District
Beginning teacher salary	\$47,030	\$46,965
Midrange teacher salary	\$62,674	\$67,638
Highest teacher salary	\$84,974	\$88,785
Average elementary school principal salary	⊕	\$112,524
Superintendent salary	\$125,000	\$128,853
Teacher salaries: percentage of budget	32%	30%
Administrative salaries: percentage of budget	6%	6%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

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



Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sequoia CS/ES	\$8,599	\$64,672
Sequoia UESD	\$8,599	\$64,672
California	\$7,750	\$71,448
School and district: percentage difference	+0.0%	+0.0%
School and California: percentage difference	+10.9%	-9.5%

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.

⊕ The principal and superintendent are combined as one position.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2020.

School Accountability Report Card

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ACTION ITEM 6.1: Review and approve the SARC Report

Date: 1/13/2021

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent:

Sequoia Union Elementary Charter School and the

Number of schools:

1

Enrollment:

332

Superintendent (or equivalent) Name:

Ken Horn

Address:

23958 Avenue 324

Phone Number:

559-564-2106

City

Lemon Cove

Email:

kenhorn@sequoiaunion.org

Date of proposed reopening:

October 26, 2020

County:

Tulare

Current Tier:

Purple

(please indicate Purple, Red, Orange or Yellow)

Type of LEA:

Grade Level (check all that apply)

<input checked="" type="checkbox"/> TK	<input checked="" type="checkbox"/> 2 nd	<input checked="" type="checkbox"/> 5 th	<input checked="" type="checkbox"/> 8 th	<input type="checkbox"/> 11 th
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 3 rd	<input checked="" type="checkbox"/> 6 th	<input type="checkbox"/> 9 th	<input type="checkbox"/> 12 th
<input checked="" type="checkbox"/> 1 st	<input checked="" type="checkbox"/> 4 th	<input checked="" type="checkbox"/> 7 th	<input type="checkbox"/> 10 ^t	



This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

X I, Ken Horn, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents, which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

X **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

We have on-campus student learning in Tk-6th grade and have been open for on-campus learning since October 26th, 2020 with an approved waiver. We also have Distance Learning for students whose parents want to keep their students on Distance Learning. Our teachers have different amount of students, depending on the grade level, but each student is six feet apart from any other student, and six feet apart from the teacher during on-campus learning. The maximum number of students per one teacher is 20 in a classroom, and those students can be physically distanced to six feet. The minimum number of students in any particular classroom is 10 students with a teacher, and those students can be physically distanced to six feet. We offer 7th and 8th grade Cohorts for students who are of special need; english learner students; or students that are struggling online. The 7th and 8th grade Cohort students come to school to do Distance Learning with an Instructional Aide. There are 14 students with 1 Instructional Aide for the 7th grade Cohort and 14 students with 1 Instructional Aide for the 8th grade Cohort. These students are kept separate from all other students during the day.

If you have departmentalized classes, how will you organize staff and students in stable groups?

We only offer departmentalized classes in 6th grade. The 6th grade teacher moves from one classroom to the other classroom in departments, and the students do not leave their student classroom group.

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

We only offer electives in 6th grade, and they are done with the homeroom and the students, no teachers or students move from a classroom during electives.

X **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Entry Points and Class Entry

The bus riders will enter by the bus entry area. Bus drivers do a pre-screener and take a temperature check as students prepare to enter the bus.

We have a drive up area for students who do not ride the bus. We have employees do a pre-screener and a temperature check before students exit the vehicle.

K-2 students will enter the campus through the east doors and gates and all K-2 students will sit by classroom in the gym separated by 6 feet between each student and separated from any other class.

Grades 3-6 students will enter campus through the east doors and gates and head to their classroom line-up area. 3rd-6th grade students will line up at their designated classroom lineup area outside, separated by class and separated by a marker that is 6 feet between students.

We have one 7th and one 8th grade Cohort of 14 students each and they enter the campus via the gym through the east doors and head to their classroom line up area.

We will have staff placed strategically to help observe all students to keep them safe and separated from each other and from any other class during the lineup time prior to the beginning of the school day.

When the bell rings students will head directly into the classroom (students will get hand sanitizer as they enter).

Health checks will be conducted when students arrive on campus or as they arrive at the bus. Extra masks will be on hand for those that need them.

Health screening will be conducted periodically throughout each day.

Egress:

Classes will dismiss in a staggered release beginning with Kinder at 1:45 pm. By 2:00 pm, all students will have been dismissed from class.

At the end of each school session, bus riders will be dismissed and go directly to the bus loading area. Students must wear a face mask while in line for the bus and on the bus.

School staff will monitor students who ride the bus to keep them 6 feet apart on their markers and separated from other classes prior to loading the bus.

For students who do not ride the bus, they will enter the exit staging area and K-2 students will sit by classrooms at tables that have chairs that are 6 feet apart or stand by classroom 6 feet from any other students on their marker until the students name is called and they exit the exit staging area to enter their vehicle in the drive up area.

3-6 grade students will stand 6 feet apart from each other on a marker and separated by classes from each other until the students name is called and they exit the exit staging area to enter their vehicle in the drive up area.

The 7th and 8th grade Cohort students will stand 6 feet apart from each other on a marker and separated by classes from each other until the students name is called and they exit the exit staging area to enter their vehicle in the drive up area.

All students must wear a mask until they enter their vehicle.

Parents/guardians will stay in their car and wait for their students in a cooperative and collaborative manner.

Parents/guardians with students in multiple grade cohorts should review the above dismissal staggered release in order to determine when to arrive.

Movement within the School:

Recess: With grade level appropriate cohorts, there is a separate play area for each classroom within a grade level cohort. A staff member observes each separate play area. At the end of recess, the students line up on markers that are six feet apart from each student and separated from any other classroom. Teachers walk the students from their classroom lineup area and back to class. Students use hand sanitizer upon reentry to the classroom. After each cohort has their recess, the Custodial staff members will spray down the equipment with a dry sanitization for use for the next group of students. Teachers leave their classroom equipment back outside and the Custodial staff spray down the equipment so it is sanitized and ready for the next time it is used. Custodial staff will also constantly sanitize the restrooms throughout the day.

Lunch: With grade level appropriate cohorts, students sit at classroom tables that are six feet apart from other tables and students sit in chairs that are 6 feet apart from any other student. Classroom tables are separated from any other classroom tables. Students wear their face mask until they sit at the table and are allowed to remove their face mask while eating.

Restrooms:

Campus staff will monitor how many students go into the restrooms at one time and keep the number of students in the bathroom limited to no more than two, as feasible.

During class time, teachers will monitor how many students use the restroom and a daytime custodial staff will clean the restrooms frequently throughout the day

- X **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be and enforced for staff and students.satisfied

Face coverings are required for all students Tk - 8 and all staff. The wearing of face coverings by students and staff must be used in accordance with CDPH guidelines, unless a person is exempt with a Doctors exemption. All staff, students and parents have been informed of the face covering requirements and the District provides face coverings to all students and staff who do not bring their own. A large stock of face coverings are kept in stock by the District at all times. The wearing of face coverings will be monitored by the school administration and will be enforced.

- X **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

Students

At the start of the school day, students will participate in a health screening upon entry to campus or upon boarding the bus. Each student will have their temperature taken with a touchless thermometer. Each teacher will have a touchless thermometer. Students will be monitored throughout the day and temperature checks may be conducted at any point during a school day. Students may be screened additionally throughout the day at the discretion of the staff.

Staff

Staff complete a daily health screening form each day, and are provided a touchless thermometer to take their temperature.

Any students or staff experiencing symptoms of concern will undergo a health evaluation. Those that are experiencing a temperature of 100.4 degrees or more will be isolated until they are able to leave campus.

- X **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

Three new handwashing stations have been placed strategically around campus and students have been trained to wash their hands often at the new handwashing stations. Hand sanitizer has been placed in each classroom and restroom and is restocked everyday. The staff has incorporated the usage of hand washing and

- X **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

- X **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: feet

Minimum feet

If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

X **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

Staff Training

Staff has participated in an inservice conducted by the site COVID-19 Liaison on August 3, 2020 and August 4, 2020 relating to Centers for Disease Control guidelines to mitigate the spread of COVID-19. Topics included, but were not limited to contacts and exposure locations, contact risk assessment, and the schools decision tree. Updated training has taken place through all staff meetings in October, November, December, and the most recent all staff training was January 6, 2021 where the COVID19 Prevention Plan was reviewed.

Family Training

The district website has links to help families to understand the symptoms of COVID19, which warrant keeping a student at home. In October, the all call messaging system was used to direct families to the website to review the resources.

The district uses the call messaging system to update families on the ongoing changes and application of enforcement of our plan on a regular basis.

X **Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Testing of Staff

Consideration of COVID-19 testing for staff

Any staff experiencing symptoms will undergo a health evaluation, those that are experiencing a temperature of 100.4 degrees or more will be isolated in the designated area (isolation area of Nurse's Office) until they are able to leave campus. The staff conducting the symptom checks on symptomatic individuals will be provided with appropriate PPE, which is a surgical mask, face shield, gloves, and gown. All symptomatic staff should be encouraged to test. A fever is not required and does not always occur with COVID infection. If not tested, the staff should isolate as described above unless a doctor's note or school nurse provides an alternate diagnosis. Staff who are exhibiting symptoms will be provided with information about testing locations and advised to consult with their medical doctor.

Individuals who have exhibited symptoms must be without a temperature for at least 24 hours without the aid of a fever reducer, and have a doctor's note or make arrangements to be evaluated by the school nurse prior to returning to campus unless otherwise instructed to quarantine by the COVID Liaison (Mr. Horn) or County Public Health Department. All symptomatic staff should be encouraged to test. A fever is not required and does not always occur with COVID infection. If not tested, the staff should isolate as described above unless a doctor's note or school nurse provides an alternate diagnosis.

For Individuals who have tested positive we will follow current state recommendations for the time and symptom based clearance for people who have tested positive as opposed to a negative test. The time and symptom base clearance is ensuring that the positive person has completed their 10 day quarantine, have reduced or are symptom free, and have not had a fever within the last 72 hours of their day.

Staff members will have the opportunity to be regularly tested for COVID-19 at the expense of the district if they chose to do so. The District will recommend that 25% of staff is tested on a two week rotational basis or 50% each month

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

X **Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Testing of Students

Consideration of COVID-19 testing for students.

Any students experiencing symptoms will undergo a health evaluation, those that are experiencing a temperature of 100.4 degrees or more will be isolated in the designated area (isolation area of Nurse's Office) until they are able to leave campus. The staff conducting the symptom checks on symptomatic individuals will be provided with appropriate PPE, which is a surgical mask, face shield, gloves, and gown. All symptomatic students should be encouraged to test. A fever is not required and does not always occur with COVID infection. If not tested, the students should isolate as described above unless a doctor's note or school nurse provides an alternate diagnosis.

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For Individuals who have tested positive we will follow current state recommendations for the time and symptom based clearance for people who have tested positive as opposed to a negative test. The time and symptom base clearance is ensuring that the positive person has completed their 10 day quarantine, have reduced or are symptom free, and have not had a fever within the last 72 hours of their day.

Planned student testing cadence. Please note if testing cadence will differ by tier:

X **Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District notifies our local health officer of any known case of COVID19 among any student or employee who was present on our campus within the 10 days preceding a positive test for COVID19. Specifically, the District will report the following information:

- * The full name, address, telephone number, and date of birth of the individual who tested positive.
- * The date the individual tested positive, the school name at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site.
- * The full name, address, and telephone number of the person making the report.

This information is reported to the local health officer by telephone within twenty-four hours from the time an individual within our district is first made aware of a new case.

This reporting shall continue until this directive is modified or rescinded.

X **Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

The District Superintendent will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, and closures, while maintaining FERPA and HIPAA confidentiality, as required by law related to privacy of educational records

X **Consultation:** (For schools not previously open) Please confirm consultation with the following groups

This plan was designed with the stakeholder input and consideration of California Department of Education documents as well as California Health Department documents. Stakeholder input was gathered in three different surveys, distributed on June 2, 2020, June 27, 2020, and September 8, 2020. Data from the survey was utilized by the return to school committee to create a return to school plan. The committee consisted of classified staff, teachers, parents and the administrator, their plan was approved by the committee, and then later by the Governing Board on July 15, 2020. The July 15 approved plan was adapted for waiver eligibility, and was reviewed by the School Site Council (parents, classified staff, teachers and the administrator) and the whole staff on September 9, 2020. The updated guidance from the California COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, along with the CAL-OSHA COVID-19 Prevention Plan was reviewed with Staff on January 13, 2021 and January 27, 2021, and was presented to parents, the community, and the school board on January 14, 2021, and January 27, 2021.

X Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: Sequoia Elementary Teachers Association

Date: 1/27/2021;

X Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: School Site Council; Reopening Committee; Parent

Date: 1/27/2021;

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

Local Health Officer Approval: The Local Health Officer, for (state County) Plan, cases Tulare. County has certified and approved the CRP on this date: . If more than 7 business days have passed since the submission without input from the LHO, the CRP shall be deemed approved.

Our Reopening School Waiver was approved by the Tulare County Department of Health and Human Services and the California Department of Public Health on October 14, 2020. Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District has had Distance Learning offered to students since August 7, 2020 and has offered on-campus learning since October 26, 2020.

Additional Resources:

[Guidance on Schools](#)



ACTION ITEM 6.2: Review and approve the COVID19 School Guidance Checklist