

# Sequoia Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Sequoia Middle School
<b>Street</b>	1450 W. Castle
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 788-0925
<b>Principal</b>	John Buckley
<b>Email Address</b>	jbucks@portervilleschools.org
<b>School Website</b>	sequoia@portervilleschools.org
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	54-75523-0110692

2024-25 District Contact Information	
<b>District Name</b>	Porterville Unified School District
<b>Phone Number</b>	(559) 793-2400
<b>Superintendent</b>	Nate Nelson, Ed.D
<b>Email Address</b>	nlnelson@portervilleschools.org
<b>District Website</b>	portervilleschools.org

2024-25 School Description and Mission Statement
<p>Principal's Message</p> <p>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.</p>

2024-25 School Description and Mission Statement

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
- \* 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, four 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

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	267
Grade 8	254
Total Enrollment	521

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.4
Non-Binary	0.2
American Indian or Alaska Native	1
Asian	1.5
Black or African American	0.2
Filipino	1.3
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.5
White	14.2
English Learners	13.2
Foster Youth	0.6
Homeless	0.8
Migrant	6
Socioeconomically Disadvantaged	63.9
Students with Disabilities	9.4

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.80	80.78	498.10	80.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.90	3.83	27.90	4.52	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.20	33.10	5.34	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.90	11.21	42.40	6.85	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.50	1.93	17.80	2.88	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.90	84.40	523.00	79.83	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	1.93	28.20	4.32	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	31.60	4.83	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	8.05	43.50	6.64	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.40	5.59	28.70	4.38	15831.90	5.67
<b>Total Teaching Positions</b>	25.90	100.00	655.20	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.40	85.87	483.20	77.28	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	2.53	33.90	5.42	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	43.50	6.97	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	8.00	47.40	7.59	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.90	3.56	17.10	2.73	14303.80	5.15
<b>Total Teaching Positions</b>	26.10	100.00	625.30	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.50	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.50	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	2.90	2.00	2
<b>Total Out-of-Field Teachers</b>	2.90	2.00	2

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.60	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.90	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 22, 2024 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 2024-2025 school year.

Year and month in which the data were collected		August 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pearson/Adopted 2020	Yes	0.0%
<b>Mathematics</b>	Houghton Mifflin, Larson Big Ideas Adopted 2016	Yes	0.0%
<b>Science</b>	Accelerate Learning, STEMscopes/Adopted 2022	Yes	0.0%
<b>History-Social Science</b>	Cengage, National Geographic Learning/Adopted 2022	Yes	0.0%
<b>Health</b>	Positive Prevention PLUS/Adopted 2015	Yes	0%

Note: Cells with N/A values do not require data.

## 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 2024:

### 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

July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		<ul style="list-style-type: none"> <li>Ceiling damage: Rm 109, 401, 405</li> <li>Wall damage: Rm 101, 102, 103, 104, 105, 106, 107, 110, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 401, 402, 404, 405, Band Room</li> <li>Baseboard damage: Rm 201, 203, 204, Multipurpose Room</li> <li>Desk damage: Rm 106, 205, 206</li> <li>Light panel: Rm 206</li> <li>Light cover: Rm 405</li> <li>Window damage: Rm 210</li> <li>Floor damage: Rm 103, 105, 107, 403, Multipurpose Room, Band Room</li> <li>Door damage: 110, 201, Multipurpose Room</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			<ul style="list-style-type: none"> <li>Lights: Rm 104, 108, 109, 110, 203, 208, 210, Band Room</li> <li>Wires unsecured: Rm 202, 204, 208, 402, 403, 405</li> </ul>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		<ul style="list-style-type: none"> <li>Faucet/Sink damage: Rm 105, 403, 404, Girls RR 400W, Girls RR 400E, Band Room</li> </ul>



School Facility Conditions and Planned Improvements				
				<ul style="list-style-type: none"> <li>Air dryer damage: Girls RR 100W, Boys&amp;Girls RR 400W, Boys RR 400E, Girls RR Multi-Purpose</li> <li>Soap dispenser damage: Boys RR 100E, Boys RR 200E</li> <li>Paint: Boys&amp;Girls RR 200W, Girls RR 400W</li> <li>Tile damage: Girls RR Multi-Purpose</li> <li>Toilet/Urinal damage: Boys RR 400W</li> </ul>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<ul style="list-style-type: none"> <li>Fire extinguisher: Rm 405</li> <li>Chemicals under sink: Rm 405, Band Room</li> </ul>
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<ul style="list-style-type: none"> <li>Lights: Rm 401 (outside)</li> <li>Basketball backboards with rust: Sport Field</li> </ul>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	45	40	41	46	47
Mathematics (grades 3-8 and 11)	30	29	26	27	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	523	505	96.56	3.44	45.15
Female	250	241	96.40	3.60	50.21
Male	272	264	97.06	2.94	40.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	419	405	96.66	3.34	41.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	46.15
White	70	66	94.29	5.71	59.09
English Learners	79	70	88.61	11.39	4.29
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	346	332	95.95	4.05	38.55
Students Receiving Migrant Education Services	19	18	94.74	5.26	38.89
Students with Disabilities	52	52	100.00	0.00	7.69

### 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	523	517	98.85	1.15	28.88
Female	250	246	98.40	1.60	27.24
Male	272	271	99.63	0.37	30.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	419	416	99.28	0.72	24.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	70	67	95.71	4.29	43.94
English Learners	79	79	100.00	0.00	1.27
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	346	341	98.55	1.45	22.06
Students Receiving Migrant Education Services	19	19	100.00	0.00	21.05
Students with Disabilities	52	52	100.00	0.00	3.85

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	32.22	29.03	20.95	19.30	30.29	30.73

2023-24 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	254	251	98.82	1.18	28.69
Female	109	107	98.17	1.83	27.10
Male	144	144	100.00	0.00	29.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	197	197	100.00	0.00	23.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	39	92.86	7.14	53.85
English Learners	29	29	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	157	98.74	1.26	24.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	0.00

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.

2023-24 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 requires only participation results 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	96.3	95.1	95.5	96.3	96.3

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.

2024-25 Opportunities for Parental Involvement
<p>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.</p> <p>Parents and guardians can support their child’s learning environment by becoming involved in:</p> <ul style="list-style-type: none"><li>School Site Council (SSC)</li><li>English Learner Advisory Committee (ELAC)</li><li>Monitoring school attendance/grades on Aeries</li></ul> <p>*Attend parent/teacher conferences</p> <p>*Attend student recognition assemblies</p> <ul style="list-style-type: none"><li>Participating in extracurricular activities</li><li>Monitoring and regulating electronic usage (television, cellphones, video games, etc.)</li><li>Planning and participating in activities at home that are supportive of classroom activities</li><li>Volunteering at school</li><li>Participating in decision-making processes by attending School Site Council meetings</li></ul> <p>* Participating in formulating LCAP goals</p> <p>* 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)</p> <p>Contact Information</p> <p>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 (<a href="http://www.portervilleschools.org">www.portervilleschools.org</a>) also provides a variety of helpful resources and information for parents, students, staff, and community members.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	547	100	18.3
Female	266	263	47	17.9
Male	285	283	52	18.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	442	437	81	18.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	75	75	11	14.7
English Learners	85	83	13	15.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	462	457	93	20.4
Students Receiving Migrant Education Services	38	36	5	13.9
Students with Disabilities	56	56	18	32.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.26	3.24	3.44	2.05	2.26	2.01	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.09	0.16	0.28	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.44	0.00
Female	2.26	0.00
Male	4.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.67	0.00
English Learners	2.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.68	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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

2024-25 School Safety Plan

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 is continually updated and revised as needed and approved annually by the School Site Council. 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.

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	
Mathematics	21	8	17	
Science	22	9	14	
Social Science	23	6	16	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	17	31	
Mathematics	22	14	10	
Science	25	3	18	
Social Science	25	2	19	

2023-24 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	521

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,567	\$830	\$9,737	\$106,257
District	N/A	N/A	\$5,822	\$93,066
Percent Difference - School Site and District	N/A	N/A	50.3	13.2
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-10.1	8.3

## Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$62,851	\$59,551
Mid-Range Teacher Salary	\$94,933	\$93,855
Highest Teacher Salary	\$122,594	\$120,219
Average Principal Salary (Elementary)	\$190,074	\$151,525
Average Principal Salary (Middle)	\$199,787	\$158,215
Average Principal Salary (High)	\$210,094	\$171,087
Superintendent Salary	\$300,638	\$300,043
Percent of Budget for Teacher Salaries	25%	31%
Percent of Budget for Administrative Salaries	4%	5%

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4