

Serving Grades
Kindergarten through Six

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Principal
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Westminster
School District

*"High Academic Achievement
for All Students"*

www.wsd.k12.ca.us

Superintendent
Dr. Sharon Nordheim

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Sequoia Elementary School

2006-2007 School Accountability Report Card

Principal's Message

It is a true honor and privilege to serve as principal of a wonderful school like Sequoia. During my time here students, parents and staff have welcomed me with open arms. As an annual event the school accountability report card is a tool we use to communicate our accomplishments and share the exciting plans for all students.

The parents here at Sequoia continue to be a source of great commitment to the programs that are important to our school. Without their support many of the fun events would not happen. We want to thank them for the hours given and personal sacrifices they make each day.

Our highly qualified teachers offer exciting educational experiences to ensure the learning of all students is efficient and continuous. Each member works together as a team to determine the needs of the students and give them an education that meets their needs, both intervention and enrichment. Sequoia is lucky to have so many teachers that care and seek new innovative ways for this quality instruction.

As a school we continue to grow academically and work collaboratively to move the students forward to proficiency. We welcome our community into the partnership and encourage all to get involved in the education of ALL the students here at Sequoia. There are skills and resources not yet tapped within our community that would be an added benefit to our school. For this reason you are encouraged to seek opportunities for involvement.

In anticipation of great things to come, we move forward as Mighty Sequoia Eagles!

District Mission Statement

To empower students to become lifelong learners and fulfilled, productive citizens in a changing world.

School Mission Statement

Our school mission is to celebrate and continually strengthen our "community of learners," and to ensure that every student becomes a responsible, life-long learner through the academic achievement and personal success.

Community & School Profile

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of six K-5 and six K-6 elementary schools, one K-8 school, and two middle schools. Total district enrollment for the 2006-07 school year was 9,908 students.

Sequoia Elementary School was built in 1962 and continues to provide students in grades kindergarten through six with a supportive learning environment. The school is located in Westminster in the northwest section of the district and operates on a traditional calendar. Sequoia Elementary had an enrollment of 438 students at the beginning of the 2006-07 school year. Student body demographics are illustrated at right.

Student Enrollment by Ethnic Group 2006-07

	Percentage
African American	1.4%
American Indian	0.2%
Asian	20.5%
Caucasian	33.3%
Filipino	2.3%
Hispanic	31.7%
Pacific Islander	0.9%
Multiple or No Response	9.6%

Discipline & Climate for Learning

Sequoia Elementary School's schoolwide discipline plan is founded on three simple rules: behave safely, be respectful, and follow directions. Parents and students are informed of school rules and policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks.

The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Sequoia Elementary School.

The Suspensions and Expulsions table illustrates total cases for the school and district for all grade levels as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	11	5	31	979	1050	1139
Suspension Rate	2.36%	1.12%	7.08%	9.79%	10.47%	11.50%
Expulsions	0	0	0	2	8	7
Expulsion Rate	0.00%	0.00%	0.00%	0.02%	0.08%	0.07%

Recognition Programs & Extracurricular Activities

It is the desire of the Sequoia Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. To help accomplish this aim, Sequoia Elementary School offers the following recognition programs and awards: Super Student Awards, Honor Roll, Principal's Achievement Awards, Very Impressive Person (VIP) Awards, Helping Hands Awards, and Individual Classroom Awards.

Students are encouraged to participate in the school's extracurricular activities that are an integral part of the educational program. These activities include Conflict Mediators, Student Council, Arts and Crafts, Music, Computer Lab Enrichment and/or Tutorial, and After-School Tutoring.

Sequoia Elementary School's Extended School Program (ESP) has traditionally been viewed as a child care alternative for working parents, but has grown into a sought after alternative where students can get homework help or support before engaging in fun, structured, well planned activities.

Homework

At Sequoia Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher or grade-level team determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Attendance & Enrollment

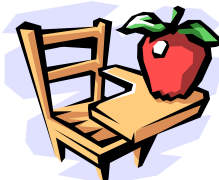
Regular attendance at Sequoia Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, and consistently enforced; consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

The school monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters are sent home if absences become a problem. Families with excessive tardies, trancies or unexcused absences are expected to attend mandatory parent conferences, where solutions are sought to reduce tardy and attendance issues. Referrals to the School Attendance Review Board (SARB) is available for those who are unable or unwilling to improve in this essential component of student success.

Parents are strongly encouraged to show school attendance as a priority by scheduling vacations, doctor appointments, etc, during non-school hours. The adjacent chart illustrates the trend in enrollment for the past three years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	55	55	56
1st	64	66	60
2nd	63	64	71
3rd	73	60	62
4th	73	63	58
5th	73	75	62
6th	65	63	69



Class Size

Sequoia Elementary School maintained a schoolwide average class size of 23.3 students and a pupil-to-teacher ratio of 18.2:1 for the 2006-07 school year. The pupil-to-teacher ratio varies by grade level taught. The average class size per grade level, as well as the number of classes offered in reference to their enrollment, is indicated below.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	25	17	20	0	3	2	2	0	0	0	0	0
1st	19	20	19	3	3	2	0	0	0	0	0	0
2nd	20	19	20	3	3	3	0	0	0	0	0	0
3rd	18	30	28	4	0	0	0	2	2	0	0	0
4th	28	30	29	0	0	0	2	2	2	0	0	0
5th	29	35	30	0	0	0	2	0	2	0	2	0
6th	33	30	34	0	0	0	1	2	0	1	0	2
K-3	0	0	18	0	0	2	0	0	0	0	0	0
4th-6th	25	0	0	0	0	0	1	0	0	0	0	0
Other	0	0	8	0	0	1	0	0	0	0	0	0

Class Size Reduction

In 1996, state legislature approved the implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Elementary schools within the Westminster Elementary School District participate in Class Size Reduction for grades K-2, with full-day kindergarten classes. The chart at right illustrates the percentage of classrooms that successfully met the CSR criteria for the past three years.

CSR Participation

	2004-05	2005-06	2006-07
K	0%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%

Instructional Minutes & Minimum Days

For the 2006-07 school year, Sequoia Elementary School offered 180 days of instruction, comprised of 132 regular days, one minimum day, 37 modified Wednesdays, and nine Parent Conference days. Regularly scheduled shortened days are set-aside for teacher collaboration time. All instructional days offered at Sequoia Elementary School exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	50,455
1st	50,400	50,588
2nd	50,400	50,588
3rd	50,400	50,588
4th	54,000	54,445
5th	54,000	54,445
6th	54,000	54,445

Parent & Community Involvement

Westminster School District is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students. Numerous programs and activities are enriched by the generous contributions made by the parent and community volunteers, Parent Teacher Association (PTA), and School Site Council.

Sequoia Elementary School encourages all parents to become involved in the school. Parent conferences, Open House, and Back to School nights are designed to welcome parents, solicit input, and answer questions. The school also has an active Parent Teacher Association and publishes a monthly newsletter to provide parents with updates on the school's activities. Parents are encouraged to make an appointment with their child's teacher or principal when questions or concerns arise.

Contact Information

Parents who wish to participate in Sequoia Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 894-7271.

Curriculum Development

All curriculum development at Sequoia Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to help ensure that all students either meet or exceed state proficiency levels.

Curriculum Steering Committees for Mathematics, Language Arts/Writing, and English Learners consist of representatives from each school and each grade level. These committees assess the success of instructional programs, determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

Textbooks & Instructional Materials

Westminster School District held a public hearing on October 11, 2007, and determined that each school within the district had 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. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table below contains a list of the most recent textbook adoptions in core curriculum areas for K-6 elementary schools within the Westminster Elementary School District, as of March 2008. *Science Kits are the curriculum for science. Science textbooks were purchased as supplemental materials.*

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes
3rd-5th	English/ Language Arts	Houghton Mifflin	2002	Yes
K-2	English/ Language Arts	SRA/McGraw-Hill	2002	Yes
6th	Foreign Language	Prentice Hall	2007	Yes
K-5	History/Social Science	Houghton Mifflin	2007	Yes
6th	History/Social Science	Teacher's Curriculum Institute	2007	Yes
K-6	Mathematics	Harcourt	2001	Yes
4th-5th	Science	Houghton Mifflin	2000	Yes
6th	Science	Prentice Hall	2000	Yes

Library

Sequoia Elementary School's library is stocked with numerous titles that are available for students to check out. The library also contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information online and improve their research skills.

Computer Resources

Computer skills and concepts provided through the standard curriculum prepare students for technological growth and opportunities. Sequoia Elementary School has its own computer lab equipped with approximately 35 computers, and an average of four computers are available in each classroom as well. Sequoia Elementary's students and staff also have the opportunity to utilize the Computer Tech Center at Willmore Elementary. The Computer Tech Center is staffed by a qualified Curriculum Resource Technology Teacher and is equipped with PCs, speakers, microphones, printers, digital cameras, a scanner, and instructional videos.

Computer Resources			
	04-05	05-06	06-07
Computers	115	135	135
Students per computer	4.1	3.3	3.2
Classrooms connected to Internet	23	19	19

Additional Internet Access & Public Libraries

In addition to the computers at the school, students have access to the Internet and computers at the Westminster and Garden Grove branches of the Orange County Public Library system. For library hours, branch locations, and other information please call (714) 893-5057 or visit the library's website at www.ocpl.org.

Student Achievement & Testing

Assessments of student achievement in reading, writing, and math are administered as an ongoing part of the quality instructional program. These measure students' progress as well as the effectiveness of the instructional program, and are directly tied to the state's content standards. Teams of teachers work to analyze and revise district-wide benchmark assessments to ensure compliance with state content standards. Benchmark assessments are administered to all grade levels at least three times a year in preparation for statewide STAR assessments in the spring.

California Achievement Test (CAT/6)

The Norm-Referenced Test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	8	9	
Similar Schools Rank	4	9	10	
All Students				
Actual Growth	53	23	-8	841
Socioeconomically Disadvantaged				
Actual Growth	38	35	-33	788
Asian				
Actual Growth	4	-9	17	897
Hispanic				
Actual Growth	48	55	-8	787
Caucasian				
Actual Growth	93	16	-19	860
English Learners				
Actual Growth	-	31	2	804



CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	3			3		
	05	06	07	05	06	07
All Students						
School	47	54	44	68	75	63
District	33	35	33	61	59	57
State	36	37	38	55	55	56
Males						
School	52	52	48	74	81	64
Females						
School	42	54	44	61	71	63
Socioeconomically Disadvantaged						
School	42	64	32	56	79	48
Asian						
School	75	*	25	85	*	58
Hispanic						
School	24	57	37	48	79	58
Caucasian						
School	58	54	61	79	65	78
English Learners						
School	38	40	40	60	80	55

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

A "Yes" in the AYP chart means the school or district was at or above the 2007 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient.

Adequate Yearly Progress (AYP)

	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes, providing technical assistance and coaching for staff, additional tutoring and interventions for students, and transporting students requesting transfers to other schools within the district.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	5
% of Schools Identified for PI	-	31.25%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/language arts, math, and fifth grade science, for the most recent three-year period, is shown.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts												Math												Science								
	2			3			4			5			6			2			3			4			5			6			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
	All Students																																
School	66	59	54	43	48	45	64	56	72	51	61	51	44	71	62	85	71	65	72	80	66	77	64	84	75	69	52	61	82	79	31	54	44
District	47	51	51	32	35	35	48	53	51	44	45	49	40	47	43	62	64	61	62	62	60	61	62	62	54	54	54	45	50	45	26	34	43
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
	Males																																
School	71	48	51	45	52	42	62	51	73	44	57	47	47	66	68	96	69	69	76	86	69	79	60	86	69	70	47	66	79	85	36	54	47
District	45	45	45	26	31	30	42	48	46	40	40	43	36	43	40	65	64	61	61	65	60	61	59	61	50	55	53	45	49	46	29	34	45
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
	Females																																
School	62	70	58	42	46	47	66	61	71	59	66	56	40	77	57	78	74	58	68	77	63	74	68	83	81	66	59	57	85	73	25	53	41
District	49	58	57	37	38	41	53	57	56	49	50	55	44	49	46	59	63	59	63	58	59	61	66	63	57	55	56	45	51	45	22	33	43
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
	Socioeconomically Disadvantaged																																
School	63	38	52	38	50	23	61	50	53	35	57	35	23	59	63	79	67	59	52	93	50	68	50	67	61	64	30	46	71	74	29	57	26
District	40	42	44	23	23	28	42	45	40	37	37	40	31	39	37	55	58	54	55	53	54	56	55	54	48	49	47	38	43	39	20	25	35
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
	Asian																																
School	36	45	92	75	*	33	*	92	*	75	*	86	*	*	*	82	73	92	85	*	67	*	85	*	92	*	79	*	*	*	58	*	71
District	62	65	67	43	45	48	60	69	65	57	59	63	58	56	63	78	79	78	80	80	79	78	82	82	74	77	75	67	65	63	31	46	58
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60
	Hispanic																																
School	64	41	25	29	43	35	42	40	73	14	53	35	29	44	55	82	59	58	52	79	55	68	50	87	59	58	35	52	67	64	9	37	30
District	29	35	33	14	15	20	30	33	31	23	26	30	18	26	24	44	49	44	42	42	43	42	41	42	35	34	34	24	26	26	14	13	26
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
	Caucasian																																
School	77	85	61	46	50	61	73	57	69	67	59	45	52	81	62	90	80	57	83	81	83	79	67	83	81	69	40	67	90	88	41	52	45
District	58	65	60	45	52	47	62	60	65	60	58	57	53	62	53	69	72	66	70	73	65	71	67	67	56	57	53	50	66	58	36	50	51
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
	English Learners																																
School	47	33	52	38	33	33	*	48	57	19	*	19	*	54	*	88	57	72	63	80	62	*	56	79	75	*	13	*	69	*	13	*	19
District	41	45	47	25	24	27	33	40	36	21	24	27	11	16	20	57	60	59	61	55	55	52	55	53	38	40	40	20	27	26	9	15	27
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Sequoia Elementary School is required by the state to administer a Physical Fitness Test to all students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). For the 2006-07 school year, 20% of all fifth graders at Sequoia Elementary School met the standards in all six fitness areas.

Teacher Assignment

Westminster School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Sequoia Elementary School had 23 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	22	20	23	489
Without Full Credentials	2	3	1	5
Working Outside Subject	0	0	0	36

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2007-08 school year, the most current available data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	4	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	4	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. California was granted an extension by the U.S. Department of Education to ensure that all teachers be considered "Highly Qualified" by the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	94.9%	5.1%
High-Poverty Schools in District	95.4%	4.6%
Low-Poverty Schools in District	100.0%	0.0%

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Topics for kindergarten through fifth grade staff development during the 2006-07 school year included:

- DIBELS
- Houghton Mifflin Universal Access
- Building Academic Language Proficiency
- Open Court
- High Point
- Math Strategies

Staff development topics during the 2006-07 school year for grades six through eight included:

- Prentice Hall Science SDAIE
- Prentice Hall Math Intervention Kit
- Holt Universal Access
- History/Social Science Technology Adoption Requirements
- Arts/Performing Arts Framework and Standards
- READ 180
- Holt
- 6-Minute Solution

Counseling & Support Staff

The staff at Sequoia Elementary School strives to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer counseling and support services. The counselor to pupil ratio is 1:146. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The following chart indicates the counseling and support staff available to students at Sequoia Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Autism Specialist	1	1.0
Health Clerk	1	0.5
Library Technician	1	0.6
Nurse	1	0.2
Occupational Therapist	1	As Needed
Outreach Concerned Counselor (Intern)	2	0.04
Psychologist	1	0.08
Resource Specialist	1	1.0
SDC & RSP Aide	19	19.0
Special Day Class Teacher	5	5.0
Speech/Language Specialist	2	1.4
Student Achievement Counselor	1	0.4

Sequoia Elementary School utilizes both supplemental instruction and Special Day classes for students with special needs. A Resource Specialist and a Speech & Language Therapist provide support in addition to traditional classrooms. The district provides Adaptive PE, Occupational Therapy, and Visually Impaired services when needed to students based on their Individualized Education Plan (IEP) goals.

A Gifted and Talented Education (GATE) program is available for those students that qualify, where students receive challenging supplemental instruction within their regular classroom. All second grade students are tested for the program, and placement begins in the third grade.



School Leadership

Leadership at Sequoia Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties for the 2006-07 school year were undertaken by Mrs. Debbi Randall. Beginning in the 2007-08 school year Ms. Tammy Steel will take over the position of principal at Sequoia Elementary School. Ms. Steel brings experience as a Principal, Interim Principal, Assistant Principal, Title I Coordinator, GATE Coordinator, Parent Involvement Coordinator, Master Teacher, and Classroom Teacher.

Grade-Level Teams, or Professional Learning Communities, focus on curriculum planning, student assessment and data analysis. Representatives from each team meet regularly to share ideas, goals, and information. The Principal meets with each grade-level team on a regular basis to provide support and guidance in accountability.

The School Site Council and the Parent Teacher Association bring together staff and community to brainstorm successes and needs within the Sequoia community. Their support in building well-rounded citizens is invaluable. Leadership efforts also include Westminster School District administration, principals, instructional staff, and parents who make decisions regarding the priorities and direction of the educational plan at Westminster School District and Sequoia Elementary School to ensure instructional programs are in alignment with state frameworks and standards.



School Facilities

Sequoia Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1962 and provides up-to-date facilities and adequate space for students and staff. Sequoia Elementary School is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 25 classrooms. The school also enjoys a spacious playground with swings, basketball courts, handball courts, and tether ball courts, as well as grassy fields for running, sports, and games.

Colorful new playground equipment, referred to as "The Big Toy," provide additional activities for students. It has six slides, numerous climbing ladders, parallel bars, horizontal bars, and various other pieces to help students strengthen their upper body and leg muscles. A new bungalow was added to serve as office space, IEP meeting room, and a speech room. The student council purchased four metal benches set in concrete at the front of the school to allow a nice sitting place for students as children wait for older siblings and parents wait for their student to get out of class.

The school's Comprehensive School Site Safety Plan is updated each fall to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students are supervised throughout the day by classified employees and teachers. There are designated areas for student drop-off and pick-up. Parent volunteers, trained by the Westminster Police Department, serve as Crossing Guards before and after school. Visitors register at the office and receive identification badges that must be displayed at all times while on campus.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time and one part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order. The table below shows the results of the most recent school facilities inspection as of March 2008.

School Facility Conditions

Date of Last Inspection: 08/30/2007

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			Ramp plywood on R-4 needs repair.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Deferred Maintenance Budget

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

For the 2006-07 school year, the district budgeted \$372,705 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. For the 2006-07 school year, the district's governing board approved roofing repair as a deferred maintenance project for this school.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having more than 5,000 Average Daily Attendance (ADA). At the time of publication, the most recent salary comparison data from the State of California was for the 2005-06 school year. The Average Teacher Salary table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$56,624
District	\$60,550
Percentage of Variation	6.49%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	7.19%



Average Teacher & Administrative Salaries

The table below displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education web site www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$34,664	\$39,984
Mid-Range Teachers	\$66,902	\$63,798
Highest Teachers	\$82,444	\$79,204
Elementary School Principals	\$92,761	\$99,820
Middle School Principals	\$95,185	\$102,340
Superintendent	\$154,355	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.4%	43.0%
Administrative Salaries	4.5%	5.4%

Expenditures & Services Funded

Westminster School District spent an average of \$6,995 to educate each student (based on 2005-06 audited financial statements). The chart below provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$158
From Restricted Sources	\$33
From Unrestricted Sources	\$125
District	
From Unrestricted Sources	\$3,906
Percentage of Variation between School & District	96.80%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	97.47%

In addition to general fund state funding, Westminster School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Gifted and Talented Pupils
- Federal, Interagency Contracts
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Class Size Reduction K-2
- Peer Assistance and Review
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Educational Technology Assistance Grants
- Special Education Master Plan - Current Year
- Federal, Drug/Alcohol/Tobacco Funds

Data Sources

Data within the SARC was provided by the district, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.