



Serving Grades
Kindergarten through Six

5900 Iroquois Road
Westminster, CA 92683
(714) 894-7271

Principal
Dr. Tammy Steel

Westminster
School District

*"High Academic Achievement,
Health, Safety and Well-Being
for all Westminster School
District Students"*

www.wsd.k12.ca.us

Superintendent
Richard Tauer

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Sequoia Elementary School

2009-2010 School Accountability Report Card

Principal's Message

It is a true honor and privilege to serve as principal of a wonderful school like Sequoia. 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 Vision Statement

High Academic Achievement, health, safety and well-being for all Westminster School District students.

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 seven K-5 and six K-6 elementary schools, and three middle schools. Total district enrollment for the 2009-10 school year was 9,772 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 465 students at the beginning of the 2009-10 school year. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	0.9%
American Indian	0.2%
Asian	28.2%
Filipino	1.5%
Hispanic or Latino	38.5%
Pacific Islander	1.1%
White	24.9%
Two Or More	3.9%
None Reported	0.9%

Discipline & Climate for Learning

Sequoia utilizes the Positive Behavioral Interventions & Support (PBIS) program. These strategies are based on keeping the supervision active, positive, and reinforcing for students. Teaching students the expectations for school behavior is imperative. The students are told, shown and practice the behavior expectations.

As a school, we have adopted behavioral expectations for all areas of the campus. Each area will demonstrate Eagle PRIDE through specific actions. The actions demonstrate Perseverance, Respect & Responsibility, Integrity, Duty, and Enthusiasm for learning. We continue to move forward with implementation and staff training. Our Eagle PRIDE continues to grow.

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	15	21	16	1139	928	819
Suspension Rate	3.4%	4.7%	3.4%	11.5%	9.4%	8.4%
Expulsions	0	0	0	0	4	6
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.04%	0.1%

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 offers the following recognition programs and awards: Super Student Awards, Honor Roll, Principal's Achievement Awards, and Individual Classroom Awards. As part of our PBIS, students are given green slips on a daily basis for displaying one of the PRIDE attributes. These slips are put into a drawing each week. Students are excited to receive daily, positive feedback for their behavior.

Students are encouraged to participate in the school's extracurricular activities that are an integral part of the educational program. These activities include Peacekeepers, Activities, Student Council, Arts and Crafts, Computer Lab Enrichment and/or Tutorial.

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.

Class Size

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		
	08	09	10	08	09	10	08	09	10	08	09	10
K	15	20	20	5	2	3	-	-	-	-	-	-
1	21	20	20	1	3	-	2	-	3	-	-	-
2	18	17	23	3	5	-	-	-	3	-	-	-
3	29	32	23	-	-	-	2	1	3	-	-	-
4	29	29	26	-	-	-	2	1	2	-	-	-
5	28	34	32	-	-	-	2	-	-	-	1	1
6	26	25	36	-	-	-	2	2	-	-	-	1
K-3	-	17	-	-	2	-	-	-	-	-	-	-
3-4	-	29	-	-	-	-	-	1	-	-	-	-
4-8	-	32	-	-	-	-	-	1	-	-	-	-
Other	10	-	-	1	-	-	-	-	-	-	-	-

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.

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, truantries 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 chart illustrates the trend in enrollment for the past three years.

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
K	74	69	72
1st	69	83	78
2nd	58	72	73
3rd	65	53	72
4th	63	60	58
5th	56	56	60
6th	53	50	52

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. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The 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
Austism Specialist	1	1.0
Health Clerk	1	0.5
Library Media Assistant	1	0.6
Nurse	1	0.2
Occupational Therapist	1	As Needed
Psychologist	1	1.0
Resource Specialist	1	1.0
SDC Aide	19	19.0
SDC Caseworker	14	14.0
Special Day Class (SDC) Teacher	7	7.0
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 Facilities & Safety

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 27 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. The school recently added two new portable classrooms.

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 shows the results of the most recent school facilities inspection provided by the district in November 2010.

School Facility Conditions				
Date of Last Inspection: 09/11/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			R1 to R5 Modular - Ramp damage to R4.
External (Grounds, Windows, Doors, Gates, Fences)	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 2010-11 school year, the district budgeted \$376,958 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

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.

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 (2010-11)	-	-
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	50.00%

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 2008 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	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students	866	821	767
Asian	909	904	889
Hispanic or Latino	829	732	715
White	874	845	838
Socioeconomically Disadvantaged	831	794	712
English Learners	862	798	691

API School Results			
	07-08	08-09	09-10
Statewide Rank	8	8	8
Similar Schools Rank	9	9	7
All Students			
Actual API Change	11	11	6
Asian			
Actual API Change	4	6	22
Hispanic or Latino			
Actual API Change	30	-10	11
White			
Actual API Change	1	30	-8
Socioeconomically Disadvantaged			
Actual API Change	24	10	12
English Learners			
Actual API Change	47	12	10

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank is consistent with the 2007 school year.)

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 2009-10 school year, 7.1% of all fifth graders at Sequoia Elementary School met the standards in all six fitness areas.

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	61	66	67	50	54	58	46	50	52
Mathematics	75	73	74	55	58	63	43	46	48
Science	73	62	74	57	56	65	46	50	54
History/Social Science	*	*	*	41	45	53	36	41	44

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	63	65	53
School	67	74	74	*
African American	*	*	*	*
American Indian	*	*	*	*
Asian	77	85	92	*
Filipino	*	*	*	*
Hispanic or Latino	59	66	62	*
Pacific Islander	*	*	*	*
White	69	72	75	*
Males	66	72	71	*
Females	68	76	77	*
Socioeconomically Disadvantaged	61	63	67	*
English Learners	60	68	58	*
Students with Disabilities	70	68	*	*
Migrant Education	*	*	*	*

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



Instructional Materials

Westminster School District held a public hearing on October 8, 2009 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*. Core subject textbooks and instructional materials are provided for each student, including English Learners. Standards-aligned texts and materials are reserved both 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 contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 2010.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
6th	English/ Language Arts	Holt, Rinehart & Winston	2002	Yes	0.0%	
3rd-5th	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%	
K-2	English/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%	
6th	Foreign Language	Prentice Hall	2007	Yes	0.0%	
K-5	History/Social Science	Houghton Mifflin	2007	Yes	0.0%	
6th	History/Social Science	Teacher's Curriculum Institute	2007	Yes	0.0%	
6th	Mathematics	Holt McDougal	2009	Yes	0.0%	
K-5	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%	
6th	Science	CPO Science	2008	Yes	0.0%	
K-5	Science	Scott Foresman	2008	Yes	0.0%	
6th	Visual and Performing Arts	Davis Publications	2009	Yes	0.0%	
K-5	Visual and Performing Arts	MacMillan/McGraw Hill	2009	Yes	0.0%	

Library & Computer Resources

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 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 five student 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.

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.

Teacher Assignment

Westminster School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Sequoia Elementary School had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	22	26	28	455
Without Full Credentials	3	1	0	0
Working Outside Subject	0	0	0	17

Misassignments/Vacancies	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	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.

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 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.

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 2009-10 school year were undertaken by Dr. Tammy Steel. Dr. 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.

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.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2009-10 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Language Learners (ELLs).

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 2008-09 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.

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	99.4%	0.6%
High-Poverty Schools in District	99.5%	0.5%
Low-Poverty Schools in District	100.0%	0.0%

Average Teacher Salaries

School & District	
School	\$67,516
District	\$70,039
Percentage of Variation	3.61%
School & State	
All Elementary School Districts	\$68,212
Percentage of Variation	1.03%

Average Teacher & Administrative Salaries

The table 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 2008-09		
	District	State
Beginning Teachers	\$38,770	\$41,988
Mid-Range Teachers	\$74,828	\$68,649
Highest Teachers	\$92,211	\$87,156
Elementary School Principals	\$109,352	\$109,026
Middle School Principals	\$116,804	\$112,489
High School Principals	-	\$113,872
Superintendent	\$165,000	\$181,890
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.9%	42.5%
Administrative Salaries	4.8%	5.5%

Expenditures & Services Funded

The chart provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$2,034
From Restricted Sources	\$1,907
From Unrestricted Sources	\$126
District	
From Unrestricted Sources	\$4,259
Percentage of Variation between School & District	97.03%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	97.78%